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ABSTRACT

Described in the curriculum guide is the SPARK (Seeking Purposeful, Analytical, Realistic Knowledge) Program designed for gifted and talented students in grades 6-12 in Calcasieu Parish (Louisiana). In an introductory section, brief segments cover such program elements as background, philosophy, rationale, goals, teacher and student objectives, and grading. A daily log of activities is provided in a section on staff training. A third section includes information on identifying characteristics of giftedness, procedures for identification and placement of students; sample forms used for screening and placement; and a sample student interest inventory record. A section on differentiated curriculum and instruction includes information on the following: curriculum, B. Bloom's Sequential Classification of Question Cues, J. P. Guilford's Structure-of-Intellect Model, William's model for implementing cognitive-affective behaviors in the classroom, behavior strategies, teacher questioning techniques, special features of the program, resource people, inservice training, policies, parental and community involvement, and communication and dissemination. A large part of the above section is devoted to microcourses and activities involving such areas as creative writing, logic reasoning, and research processes. Also provided are tables on and forms for program and student evaluation; professional bibliographies; and lists of films related to the gifted child, parent resources, resource people for gifted programs, gifted and talented consultants in state education agencies, and instructional materials. (SBH)

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CALCASIEU PARISH SPARK PROGRAM FOR UPPER ELEMENTARY & SECONDARY GIFTED/TALENTED STUDENTS

GUIDELINES & CURRICULUM

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EC093164

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FUNDAMENTAL GUIDING STATEMENTS
TO GIVE FOUNDATION AND DIRECTION TO THE PROGRAM

BACKGROUND

The SPARK (Seeking Purposeful, Analytical, Realistic Knowledge) Program was implemented in six (6) schools - - (1) W. O. Boston Senior High, (2) LaGrange Middle, (3) Oak Park Junior High, (4) Maplewood Junior High, (5) S. J. Welsh Middle, and (6) F. K. White Junior High during the 1974-75 school year. The program has represented an effort on the part of Calcasieu Parish School Board to meet the needs and interests of gifted/talented students.

Classes were established for the 2-3 percent of gifted and talented students in grades 6-12 of the six (6) schools.

The program was administered and supervised as part of the regular instructional program.

The teaching staff consisted of three (3) itinerant teachers, each serving two (2) schools. Each teacher spent one-half her time in a given school.

Criteria was established for identifying academically gifted, creatively-gifted, kinesthetically-gifted, and/or psychosocially-gifted students. Group standarized test scores and test data from Dr. George Middleton were used as beginning points. Check lists with various criteria were developed to aid teachers, counselors, principals, and/or other professionals in identification.

Curriculum was developed by teachers, principals, supervisors, and students based on student interests and apptitudes.

Each teacher met with gifted student groups approximately 80 percent of the instructional time; 20 percent of the time was used for faculty conferences, parent conferences, individual student conferences, field trips, lesson preparation, etc. The students actually were in SPARK one (1) fifty-minute period per day.

Teaching emphasis was focused on process with specific training in divergent thinking and valuing. Individualized projects were used in conjunction with some grouping. Community resources were utilized.

At the end of the first year, parents, students, and faculty evaluated the program. Because of the success of the program, administration prescribed expansion. A copy of forms used showing tabulated totals of key questions follows.

Program and student evaluations will be a continuous process and will involve students, teachers, principals, supervisors, administrators, and community participants. Objective and subjective criteria and documentation of program efforts and results will be utlized.

(Mid-Year)

EVALUATION OF PROGRAM BY STUDENTS

SPARK

Calcasieu Parish School Board

Date MAY, 1975

TOTALS

For some time now you have been attending sessions in the SPARK program. Would you please share some of your feelings about the program. Your evaluations and recommendations will be used to assist in the program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value to you? Yes 87 No 4 Explain:

2. Did participation in the program create problems for you? Yes 29 No 58 Explain:

   What is the present status of the problem?

3. Would you like to continue in a program like SPARK through the remainder of your public school life? Yes 83 No 9 Explain:

4. In what ways would you like to see the SPARK program changed?

5. Has participation in the program affected the type and amount of reading you do? Yes 42 No 52 Explain:

   List some of the books you read during the session:

6. Has participation in the program influenced your interest in continuing your education beyond high school? Yes 41 No 51 Explain:

7. Has the SPARK program helped you in any way with the things you do at school? Yes 65 No 27 Explain

Student Evaluation - Cont.

8. Has the SPARK program helped you in any way with the things you do at home? Yes 47 No 42 Explain:

9. Has the SPARK program helped in any way with the way you get along with or feel about people? Yes 64 No 49 Explain:

10. Has the SPARK program helped in any way with the way you get along with or feel about yourself? Yes 66 No 23 Explain:

11. Name one or more students you would recommend for placement in the SPARK program who are not presently assigned:

Give reasons for each one named.

12. List the qualities you desire in a SPARK teacher:

13. List the qualities you desire in a classroom teacher:

14. List the qualities you desire in a fellow-student:

15. Make any additional comments you would like to make about your experience in the SPARK program. (you may use back of this page).

(Mid-Year)

EVALUATION OF PROGRAM BY SCHOOL PERSONNEL

SPARK

Calcasieu Parish School Board

Date 1975

For some time now the SPARK program has been in operation in the parish. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Are any of the SPARK students presently enrolled in your classes?
   Yes 86 No 25

2. List in rank order the features of the SPARK program which you feel to have been most beneficial to the students who participated:
   A.
   B.
   C.

3. Did participation in the SPARK program create problems for any of the SPARK students? Yes 25 No 58 Explain:

   Did participation in the SPARK program create problems among students? Yes 17 No 65 Explain:

4. Did participation in the SPARK program create problems for you?
   Yes 12 No 82 Explain:

   What is the present status of the problem:

5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers? Yes 48 No 46
   If not, what suggestions would you make for improvement?

6. List ways in which you feel the SPARK program can be improved:

7. Do you wish to have the SPARK program in your school next year?
   Yes 74 No 8 Explain:

(Mid-Year)

EVALUATION OF PROGRAM BY PARENTS

SPARK

Calcasieu Parish School Board

Date 1975

For some time now your child has participated in the SPARK program. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value for your child? Yes 55 No 3 Explain:

2. Did participation in the program create problems for your child? Yes 8 No 53 Explain:

   What is the present status of the problem?

3. In what ways would you like to see the SPARK program changed?

4. Has the SPARK program helped your child in any way with the things he does at home? Yes 23 No 29 Explain:

5. Have you helped with transportation on any of the field trips? Yes 15 No 44 Do you feel that such experiences are worthwhile? Yes 50 No 4 Explain:

6. Do you feel that your child suffered academically by missing some of his other classes to participate in the SPARK program? Yes 3 No 58 Explain:

7. What do you consider to be the most worthwhile learning experience your child has had in the SPARK class?

8. Would you like to have your child enrolled in the SPARK program next year? Yes 53 No 5 Explain:

Parent Evaluation - Cont.

9. Do you feel that adequate communication has been provided to parents regarding the SPARK program?
Yes 46 No 12 If not, what suggestions for improvement would you make?

10. List any additional comments you would like to make regarding the SPARK program:

11. Do you know of any other students (your own or others) you would recommend for consideration for the SPARK program who are not presently enrolled? Please list each child's full name, school and present grade:

12. Give reasons for your recommendations:

DEFINITION

The Calcasieu Parish School Board adheres to the definition of gifted and talented youth formulated by the U. S. Office of Education and adopted by the Louisiana State Board of Education:

> Gifted and talented children and youth are those who are identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require differentiated educational programs and/or regular school program in order to realize their contributions to self and society. The term "gifted and talented" shall include the following major categories, singly or in combination:

ACADEMICALLY GIFTED

CREATIVELY GIFTED

KINESTHETICALLY GIFTED

PSYCHOSOCIALLY GIFTED

DISADVANTAGED POTENTIAL

PHILOSOPHY

The philosophy of the Calcasieu Parish School Board firmly subscribes to the belief that every child must be provided with realistic educational opportunities. This belief implies that the curriculum must be flexible enough to satisfy the diversified needs of every child from the slowest to the most brilliant.

We believe that the curriculum for children and youth who have been identified as gifted and/or talented should be of the same educational quality as those programs for other students. By state law we have been charged with the responsibility of providing exceptional experiences that will allow for maximum development of the cognitive, affective, and psycomotor abilities of these exceptional students.

To be responsive to the unique needs and abilities of these students, we believe we must provide highly motivating, challenging, and differentiated learning experiences. We further believe that these experiences must occur in a non-threatening environment that is acclimated and sensitive to individual mental and emotional needs. Ordinarily, the classroom teacher has not had access to programs or to the necessary help in making learning experiences of this type a reality.

This continuous process of providing differentiated learning opportunities is intended to quide students to a realization of self-worth. It is further intended that such a process will provide students with skills they can use in the lifelong pursuit of knowledge, thereby allowing each to achieve his optimum potential as an innovator or leader in society.

PHILOSOPHY OF EDUCATION

Calcasieu Parish School Board

Before a school system can serve the best interest of children, those concerned with the business of education need to have a fundamental basic philosophy of the purpose of education. This basic philosophy is in a real sense the "Constitution" of the school. Therefore, it seems desirable to formulate in simple terms this basic philosophy before commencing a planning program designed to improve instruction.

If we think of a school as an institution whose sole purpose is to provide the atmosphere and experiences where children can grow mentally, physically, morally, and spiritually at a normal rate, our problem becomes more clear. This normal rate, of course, will vary as often as children vary in personal appearance and personality and perhaps more so. This being true, the curriculum offering in all its implications should be flexible enough to satisfy the needs of children from the most brilliant to the least capable.

When we consider that it is our duty to educate children for participation in an ever-changing and very complex society, we begin to grasp the monumental task and see the heavy responsibility we have assumed. When one realizes that this training and these experiences received in a public school occupy the attention of children from early childhood to young manhood or womanhood, we see that the school is a powerful factor in shaping the lives of future generations; and it becomes increasingly apparent that intelligent planning should be a "must" in a well-regulated school system.

The school should be a place where a child enjoys living the same as he should enjoy living at home. The curriculum offering and the many experiences a child has at school should be rich in meaning for him. Every effort should be made to make his school work functional. If a school teaches the necessity of having good sanitary conditions in a community and at the same time permits a deplorable condition relating to sanitation in the cafeteria, football dressing room, the toilet, etc., then education for the child is not real; and the whole program is a "farce" in so far as being functional is concerned. If we expect children to be courteous to teachers and adults, we must practice courtesy in the school rooms. If we want children to do neat work, we must practice neatness in our work when dealing with them.

If we think of a school in terms mentioned above, we see that it means more than a place where a child goes and masters content material as "directed" or compelled by the authorities. A school becomes a place where the child masters content because he has a purpose for doing so; and this purpose has a meaning to him. More than mastering content, it becomes a place where he develops lasting abilities, formulates attitudes and understandings, perfects skills, and gains appreciation which will endure a lifetime.

The child should see in the teacher a systematic individual who will help him in the solution of his problem. On the other hand, if he sees the teacher as a "taskmaster" who does not sympathize with him, he soon relapses into the habit of performing all tasks assigned and resting until more are assigned. This teacher inhibits initiative and thinking on the part of the student and makes life in school a boring, if not a terrifying experience. If, on the other hand, the child feels that the teacher is his friend, who is interested in his welfare, the two can work together; and school becomes a place where he enjoys satisfactory and worthwhile experiences.

Grade levels are a great administrative aid, but should be a barrier to instruction. Children must be taught at their own level regardless of the grade or group in which the teacher happens to find them. Much of the so-called "remedial" work is nothing more than going back to a child's level of development and teaching him in the regular manner. Teachers should study the child. Begin where he is and broaden and enrich the curriculum so that it will meet the needs of all the children. Grade levels need not limit a child's learning; for more than one level of work can be offered. This working on a wider range, in a given grade, should insure the maximum growth and development for each individual child.

Before a school can operate smoothly and perform its proper function, the staff or faculty must work as a unit. Teachers, principals, and supervisors should work in the organization as equals, with due consideration and respect for the particular responsibility delegated to each one. The principal should and must furnish the educational leadership for his particular school. The teachers look to him as the "pace setter" and the inspirational leader of their group. This can be done in an atmosphere of friendly cooperation and interchange of ideas in such a way as to result in the formulation of a successful school program. The teacher has the right to expect a courteous hearing and wise guidance and leadership from her principal at all times. Likewise, the principal has the right to expect loyalty and respect from the teacher. A satisfactory principal-teacher relationship must exist if the school is to operate as a successful unit. "Cooperation is a two-way proposition and does not exist unless it works both ways."

Finally, it should be kept in mind that the parents and taxpaying public constitute the "stockholder" of the school; and as such, are entitled to dividends. These dividends are in the form of teachers who obtain joy in services well-rendered and students who are well-rounded individuals and can successfully take their places in the community in which they live. If these dividends are realized, parents and other taxpayers in the community will feel that their efforts have been worthwhile, and a sound investment of public monies has been realized in our public schools.

Developed by: Supervisors and Principals
of Calcasieu Parish Schools

RATIONALE

The philosophy of Calcasieu Parish School Board explains some of the reasons why the SPARK program was implemented for Gifted and Talented students in Calcasieu Parish during the 1974-75 school year.

To say the school system has done nothing for these children in the past is false; many noble efforts have been directed toward meeting the needs of these special students - some of them with excellent results. But only some of the needs of the gifted/talented were met.

A recent survey indicates that only four percent of the estimated 2 1/2 million gifted/talented youth in this nation have actually been receiving some type of differentiated instructional program. The research further points out that as many as 18 percent of the high school dropouts are gifted/talented. This is a waste that needs to be corrected.

Another point of interest is that Louisiana has mandated legislation for providing programs for gifted students under ACT 368.

SRA Primary Mental Abilities Test administered in the spring of 1974 indicated that on a system-wide basis almost 3 percent of the students tested scored an I.Q. of 130 or above, while another 6 percent made scores from 120-129.

There is an enormous individual and social cost when talent among the nation's children goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance.

All children can run, but some run faster than others. It is with these fast runners in mind that the SPARK program was developed.

GENERAL PROGRAM GOALS

FOR THE GIFTED AND TALENTED PROGRAM

Calcasieu Parish School Board

The following goals have been developed with the differentiated needs of the gifted in mind. The following selection of goals has been derived specifically for the purposes of this program.

The differentiated educational program for gifted and talented students is intended to do the following:

1. To establish a workable definition of terms for giftedness.
2. To fully develop specific identification criteria for the gifted and talented.
3. To articulate and coordinate the differentiated gifted program with total general education.
4. To provide the best unique educational opportunities for the gifted and talented.
5. To arrange exceptional experiences that will allow for maximum development of the gifted's thinking, learning, and creative abilities.
6. To provide highly challenging learning experiences not ordinarily included in the gifted's regular classroom curriculum.
7. To prepare the gifted and talented student in those basic skills which can be used in their life-long pursuit of knowledge.
8. To develop within each individual the desire for excellence and a sense of resonsibility to self and to society.
9. To provide a wide variety of instructional alternatives to students with special abilities.
10. To include special consultative services, professional and/or nonprofessional.
11. To provide flexibility in goals, activities and scheduling which will make individualized learning possible.
12. To provide differentiated equipment and materials, as necessary to meet the needs of gifted and talented students.
13. To develop a definitive plan for evaluation which will assure that the program and pupil goals are met.
14. To make provisions for preservice education and continuing inservice education for and with all staff members working with the gifted.

TEACHER OBJECTIVES FOR THE SPARK PROGRAM

Calcasieu Parish School Board

The following identifies the objectives for the gifted and talented programs in terms of the teacher of the program. The teacher does or manifests the following:

1. Encourages a greater amount of student-directed learning and independent study.
2. Creates a learning atmosphere that enhances the development of a positive self concept where curiosity, imagination, and thinking can occur.
3. Organizes the classroom program centered around student interests and abilities.
4. Encourages creativity in a wide range of interests.
5. Illustrates the interrelationships among concepts related to thinking tasks.
6. Takes many opportunities to teach evaluation skills and encourages a continuous self-evaluation of performance.
7. Provides a climate and opportunity for a student to "fail safely" and profit from the experience by learning from past errors.
8. Recognizes and is able to accept non-conforming ideas that often characterize intellectual competence.
9. Encourages achievement commensurate with individual ability.
10. Shows an awareness of the value of listening and responding to the student's expression of his learning experiences.
11. Cultivates honest and direct communication between student and teacher as well as student and student.
12. Encourages student's development of his potential to its maximum and prepares the individual for leadership roles.

STUDENT OBJECTIVES FOR THE SPARK PROGRAM

Calcasieu Parish School Board

The following identifies the objectives for the gifted and talented program in terms of the gifted student. The student does or manifests the following:

1. Expresses intellectual curiosity and seeks ways to satisfy it.
2. Learns independently and develops useful organizational structure, styles, and strategies which are most effective for his progress.
3. Uses resources for research and exploration more frequently, independently, and to a higher degree than the regular student.
4. Synthesizes, analyzes, and communicates abstract and complex ideas effectively.
5. Learns to inquire critically, systematically, and effectively into problem-solving situations.
6. Generalizes accurately from what he has already learned and applies generalizations effectively to new, unusual, and everyday situations.
7. Makes judgments of relationships, conclusions and evaluations.
8. Establishes relevant criteria for the evaluation of theories and ideas and applies such criteria with clarity.
9. Evaluates his strengths and weaknesses.
10. "Fails safely" and profits from his decision making by learning from past errors.

GRADING

Based on the philosophy that the program is more concerned with process rather than product and that the curriculum provides for vertical learning growth as well as horizontal learning, no grades are given. The student is expected to perform successfully meeting the expectations of learner goals for the curriculum areas. Evaluation by students and teachers is a continuous process.

TRAINING OF STAFF

ORIENTATION OF STAFF-

PRESERVICE AND INSERVICE TRAINING

With the long-range goal of a differentiated program for the gifted and talented in mind, all personnel involved in the program will have opportunities for specialized orientation and training, including preservice education.

Preservice and inservice training will be provided for teachers, administrators, counselors and librarians of gifted individuals. These staff members require specific education which prepares them to function effectively in the developement of higher intellectual, academic, affective, and creative skills. Two-week preservice workshops are held each summer.

The continuing inservice education should prepare the staff in pupil-appraisal, program planning and development, curriculum development, physical design of the gifted/talented classroom and evaluation. The selected techniques can be appropriately differentiated through staff training programs in which staff members can acquire a thorough understanding of the characteristics of the gifted, their learning and developmental needs, and appropriate teaching materials and methologies for use with gifted students. In-service sessions are held once a month during school year.

Administrative and teacher effectiveness in the gifted/talented program is directly related to differentiated program structuring, curriculum development, organizational planning, and the physical design of the gifted/talented classroom; the teacher and staff do not perform their duties in a vacuum. The program in teacher-staff orientation and training reflects this premise. Preservice and and inservice training have or shall in the future consist of the following:

1. Informal Discussions Concerning Proposed Program Among:
   a. Calcasieu Parish Central Office Administrative and Supervisory Staff
   b. Central Office Staff, McNeese State University Administrators, Governor's Program Staff, and Local Parent Group of Gifted/Talented Students
   c. Central Office Staff and Principals of selected participating schools
   d. Central Office Staff and selected teachers
   e. Selected principals and teachers of the gifted

Orientation of Staff - Cont.

2. An On-Campus Graduate Course

The selected teachers and one supervisor attended a six-hour-credit workshop at McNeese State University on the Gifted and Talented Student in the summer of 1974. Work was done with five (5) nationally-recognized experts in the field of giftedness as well as with state and local leaders. Most facets of educating gifted children were dealt with in the workshop. A three-hour credit workshop was offered during the spring semester of 1976 at McNeese State University.

3. Conferences

The teachers of the gifted and the Central Office Staff Administrators and Supervisors attended a one-day conference at McNeese State University on Educating the Gifted and Talented during the summer of 1974.

The teachers and supervisor attended the Louisiana State Department's Gifted/Talented Conference in Baton Rouge, January 30-31, 1975.

One of the teachers, Mary Alice Chandler, attended the Interstate Work Conference on Gifted/Talented in Atlanta, Georgia, December 4-7, 1974.

The teachers and supervisor attended the Gulf Coast Regional TAG Conference in New Orleans March 12-15, 1975.

Two teachers, Mary Alice Chandler and Marlene Hillebrandt attended the Natchitoches Parish Spring Conference for Gifted/Talented May 14, 1975.

4. Consultation With National Leaders

The Central Office Staff and Principals of selected schools discussed the projected plans with two of the nationally-recognized experts in the field of giftedness.

5. Consultation With State Leaders

The Calcasieu Gifted/Talented Team share and work with the Louisiana State Advisory Committee for Gifted and Talented Students. Knowledge of progress and plans from the state level and sharing of local plans are obtained by telephone, correspondence, personal contact with committee members, and at meetings conducted by the state committee. The local teachers of the gifted obtained copies of "Working Draft of Louisiana State Program for the Gifted/Talented" and made personal contacts with Gifted/Talented representatives from 32 parishes at the State Advisory Committee Meeting.

Orientation of Staff - Cont.

6. Orientation of Faculties

General orientation of faculties of participating schools was provided by principals and teachers of the gifted at the pre-school workshop. Orientation was based on the projected program plans.

7. Research by Gifted/Talented Team

The Team researched available materials, explored local resources, and identified local needs prior to the program development. Areas and activities included were:

a. Consultated with Dr. George Middleton
b. Formulated philosophical guidelines for the Gifted/ Talented Program
c. Decided on a working definition of "gifted"
d. Researched and compiled a list of Identifying Characteristics of Giftedness
e. Developed a specific procedure for identifying students for the gifted program
f. Developed:
   -general program goals
   -teacher objectives
   -student objectives
g. Formulated general curriculum guide statements
h. Prepared a description of the ideal differentiated classroom setting
i. Formulated an evaluation design focused on program components evaluation instruments, data analysis and treatment, and findings and conclusions. This kind of evaluation is necessary to determine the amount of effort, the degree of effectiveness, and the efficiency of the program.

8. Staff Discussions Concerning Proposed Program

Discussions of the proposed program during and following the initial research and writing period occurred in this order:

a. The team and central staff
b. The team, central staff, and principals of participating schools

9. Staff Discussions Concerning Program Implementation

Discussions of the program for purposes of implementation occurred in this order:

a. The Calcasieu Parish School Board and the team
b. The team, central staff, and principals of participating schools

Orientation of Staff - Cont.

c. The team, central staff, principals and guidance counselors of participating schools

d. Central staff, principals, teachers of gifted, and individual faculties of participating schools

10. Projected Plans

a. Visitations to exemplary programs: The team proposed to visit gifted student programs without the state, within the state, and to visit one another. Cooperating faculty and other parish faculty will be invited to visit local classes for gifted.

-----The team visited the Memphis CLUE Program - October, 1974.

-----The team participated in an Orff Music Meet held at Barbe High School - January 23, 1975.

-----SPARK classes were visited by Beauregard Parish School Personnel - April 1, 1975.

-----SPARK classrooms were visited by TAG parents-April 14 and 23, 1975

-----The coordinator and director attended the Louisiana Special Education Conference--New Orleans -October 1-3, 1975

-----SPARK centers were visited by DeRidder Elementary's principal and librarian-October 7, 1975.

-----Teachers attended Winn Parish Gifted/Talented Workshop in Winnfield - October 10, 1975.

-----Teachers and coordinator attended Game-Sym Workshop in Lafayette - October 10, 1975.

-----Two teachers and coordinator attended the State Social Studies Conference in Alexandria - November 7, 1975.

-----Director, coordinator, and three teachers attended the Southeast RegionalTAG Conference in Atlanta, Georgia - December 11-13, 1975. The director was on the program.

-----SPARK centers were visited by Allen Parish staff - January 27, 1976.

-----SPARK centers were visited by Lafayette Parish School personnel - February 3, 1976.

b. Year-round meeting of the team: Teachers and supervisors of Gifted/Talented Team shall continue to work with each other and with specialists on a regular basis to:

-----establish a resource library consisting of books, sample kits, learning activities and games, films, filmstrips, tapes, etc.

-----identify major objectives in specific content areas

Orientation of Staff - Cont.

-----organize individualized materials for ready accessibility in the classroom
-----explore new commercially - prepared materials geared to individualized instruction
-----learn about formal as well as informal methods of pupil assessment
-----revise curriculum and instruction as necessary to meet needs of the students

c. Other projected plans

-----participate in and/or work closely with McNeese State University in their course offerings in the area of giftedness
-----work closely with Regional and State Committee for Gifted and Talented
-----sponsor an annual conference on Gifted and Talented
-----make provision for local team to attend Regional, State, and National meetings of TAG, CEC, the gifted special interest group of IRA, and/or meetings of other organizations with emphasis on programs for gifted children
-----conduct periodic conferences and discussion meetings with cooperating faculty
-----serve as consultants to other faculties exploring the possibility of establishing classes for the gifted

PRESENTATIONS AND MEETINGS

1975 - 1976

*Presentation to TAG Parents' Meeting - Media Center - February 17, 1975.

*Presentation given at Gulf Coast Regional Conference for Gifted/Talented - New Orleans - March 14, 1975.

*Presentation to TAG Parents' Meeting - First Federal - July 21, 1975.

*Regional meeting with U.S.O.E. on funding for Gifted/ Talented program - Dallas, Texas - September 15, 1975.

*Presentation SPARK program to Armstrong Elementary School Rayne, Louisiana - September 18, 1975.

*Two-week inservice workshop held by Director and Coordinator for teachers, principals, supervisors, consultants, and administrators at Media Center - August 11-22, 1975.

WORKSHOP AGENDA

Monday, August 11, 1975 8:30 a.m. - 1:00 p.m.

Conference Room - Media Building, 1732 Kirkman

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8:15-8:30 . . . . Registration

8:30. Invocation
Reverend V. E.Washington

Welcome . . . . Mr. Rufus George "Bo" Russell, Superintendent

9:00. Calcasieu Parish School Board

10:30 . . . . Dr. George Middleton
Director of Governor's Program

Topic: Governor's Program and Its Relation to Public Schools.

11:00. Mrs. Barbara Bankens
Director of Special Services

Topic: Philosophy - Overview of 1974-75 Program.

Tuesday, August 12, 1975 8:30 a.m. - 1:00 p.m.

Central School, 809 Kirby Street

. . . . Brenda Bachrack and
Mary Alice Chandler
Calcasieu Parish SPARK Teachers

Topics: Setting up Gifted/Talented Classes
Selection of Materials
Student and Parent Conferences
Classroom Setting
Involvement Activities

Wednesday, August 13, 1975 8:30 a.m. - 1:00 p.m.

Central School, 809 Kirby Street

. . . . Brenda Bachrack
Mary Alice Chandler

Topic: Specific strategies, techniques, activities used in teaching the gifted.

Thursday, August 14, 1975 8:30 a.m. - 1:00 p.m.

Conference Room, Media Building, 1732 Kirkman

8:30 . . . . Danny Martin
Supervisor of Special Services
Terrebonne Parish

10:00 . . . . Marvin Wyatt
Supervisor
Winn Parish
. . . . Jane Percer
Coordinator
. . . . Dot Carson, Teacher

11:30 . . . . Ola Clinton, Teacher
Natchitoches Parish

Friday, August 15, 1975 8:30 a.m. - 1:30 p.m.

Conference Room, Media Building, 1732 Kirkman

8:30 . . . . Barbara Bankens
Marlene Hillebrandt

Topic: Definition of Gifted/Talented, Criteria for Teacher Selection, Statistics, Demands and Needs of Gifted.

10:00-10:30 . . . . Beth Evans
East Baton Rouge Parish

12:30 . . . . Mrs. Eloise Thaxton
Regional Coordinator of Gifted
Louisiana Department of Education

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Monday, August 18, 1975 8:30 a.m. - 1:00 p.m.

Conference Room, Media Building, 1732 Kirkman

8:30-1:00 . . . . Jeanette Saino
Consulting Teacher
. . . . Sandy Becker
Primary Teacher
Memphis City School System, Memphis Tennessee

Topic: Differentiated Learning Theories and How to Implement Them.

7:00-9:00 p.m. . . . . Conference Room
Media Building
Local Staff Meeting with Parents

Hosted by: TAG

Topic: Why A Program for Gifted?
Implementation of a Gifted Program.

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Tuesday, August 19, 1975 8:30 a.m. - 1:00 p.m.

. . . . Continuation of Monday

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Wednesday, August 20, 1975 8:30 a.m. - 1:00 p.m.

. . . . Continuation of Tuesday

Thursday, August 21, 1975 8:30 a.m. - 1:00 p.m.

Conference Room, Media Building, 1732 Kirkman

8:30 . . . . Marlene Hillebrandt
Coordinator

Topic: Types of Giftedness

9:00 . . . . Jeanne Bruno, La. Council for
Music and the Performing Arts

Topic: Movement in the Classroom

11:30 . . . . Marlene Hillebrandt
Evaluation of Gifted Program

Friday, August 22, 1975 8:30 a.m. - 1:00 p.m.

Conference Room, Media Building, 1732 Kirkman

8:30 . . . . Barbara Bankens, Director
Special Services

Topic: Identification of Gifted/Talented

9:30 . . . . Marlene Hillebrandt
Coordinator

Topic: Career Education

10:30 . . . . Mel Addison
Electronics Technician

Topic: Use of Specialized Equipment

11:15 . . . . Wrap up Session

Cont. - Presentations and Meetings

*Presentation given to TAG Advisory Committee - Abbeville, Louisiana - September 23, 1975.

*Teachers and coordinator held inservice meeting at Maplewood SPARK Center - October 6, 1975.

*Teachers and coordinator held inservice meeting at S. J. Welsh SPARK Center - October 24, 1975.

*Presentation to TAG Parents Group - October 27, 1975 - Media Center - Calcasieu Parish School Board.

*Coordinator was interviewed on KPLC-TV on "Louisiana Today" - October 27, 1975.

*Coordinator gave presentation to VTIE (L.S.U.) class - November 3, 1975.

*Coordinator and Mary Alice Chandler gave presentation to Child-Centered Parent-Tutored Kindergarten Seminar - November 3, 1975.

*Coordinator was interviewed on KPLC-TV on "Mid-Day" Program - November 6, 1975.

*Coordinator and teachers held inservice meeting at Diagnostic Center - November 21, 1975.

*Director, coordinator, and two teachers gave presentation to Acadia TAG Group - Lafayette, Louisiana - December 4, 1975.

*Director, coordinator and three teachers attended Southeast Regional TAG Conference - Atlanta, Georgia - December 11-13, 1975; the Director was a program speaker.

*Director and one middle school teacher gave a presentation to Allen Parish TAG Group - December 9, 1975.

*Inservice training for all SPARK teachers at Western Heights SPARK Center - Janaury 12, 1976; presentation of SPARK was given to all Special Education personnnel.

*Director and coordinator attended L.S.S.A. Conference at Hodges Gardens - February 5-6, 1976.

*Director and coordinator attended CEC Conference in New Orleans- February 8-10, 1976.

*Director and coordinator gave presentation on early identification of the gifted child to the State Dropout Prevention Conference in New Orleans - February 11-13, 1976.

Cont. - Presentations and Meetings

*Coordinator and SPARK teacher gave a presentation to TAG group in Leesville, Louisiana - February 23, 1976.

*Presentation was given to LPGA Spring Meeting, Baton Rouge, Louisiana - March 18, 1976.

*Coordinator attended the LASAFAP Spring Meeting at Louisiana State Department of Education Youth Center in Bunkie, Louisiana - March 23-24, 1976

*Coordinator and teachers attended the Louisiana State Gifted/ Talented Conference in Baton Rouge, Louisiana - March 27, 1976.

*Coordinator and primary teachers attended the International CEC-TAG Conference in Chicago, Illinois - April 5-9, 1976.

*Presentation was given to all regular instruction first grade teachers - May 5, 1976.

*Presentation was given to state evaluation committee - May 6, 1976.

VISITATIONS, ON-SITE DEMONSTRATIONS

October 7, 1975	DeRidder Elementary principal and librarian visited primary grades.
January 27, 1976	Allen Parish supervisors, teachers, and principals visited centers.
February 3, 1976	Lafayette Parish principal and teacher visited middle schools.
March 15, 1976	Lafayette Parish visited all centers.
March 16, 1976	DeRidder High School principal and counselor visited W. O. Boston center.
March 29, 1976	Program was visited by Allen Parish principals.
April 1, 1976	Visitation by St. Martin Parish principal.
April 13, 1976	Visitation by San Diego gifted students, teacher, and parents.
April 26, 1976	First grade centers were visited by New Orleans first grade teacher.
May 6, 1976	Centers visited by state evaluation committee and local administrators.

DAILY LOG PROGRAM PLANNING

APRIL 1, 1974 - Supervisors from Calcasieu Parish Central Office served as a panel for the local meeting of the Association of Gifted and Talented Students in Louisiana. Information concerning programs in existence in Calcasieu Parish Schools was shared.

APRIL 1-7, 1974 - Survey was made from the Child Welfare and Attendance records to obtain a listing of pupils currently participating in the Governor's Program for Gifted Children.

APRIL 8, 1974 - Representatives of the Central Office Staff, McNeese State University Administrators, and Governor's Program Staff met to discuss the possibility of beginning a program for gifted by coordinating the efforts of McNeese, Calcasieu Parish School Board, and the Local Parent Group.

APRIL 11, 1974 - Central Office Administrative and Supervisory Staff discussed possibilities and made general tentative plans for the Calcasieu Parish Gifted and Talented Program.

APRIL 18, 1974 - Central Office Administration announced that a program for gifted students would be established in Oak Park Junior High and LaGrange Middle School (decision made was based on results of survey). Possible plans for a program in each school were discussed.

APRIL 22, 1974 - Central Office Staff met with principals of the two schools to discuss the formation of classes for the 1974-75 school year.

MAY 6, 1974 - Central Staff and the two principals met to discuss how the gifted program could be worked into the existing curriculum and scheduling at each school.

JUNE 13, 1974 - Dr. Moses, Superintendent, placed the gifted program under the direction of Mrs. Bankens, Middle School Supervisor. A conference was held which concerned the Workshop for Gifted Students at McNeese State University. Plans for the parish program were extended to a third school, F. K. White.

JUNE 17, 1974 - Calcasieu Parish Central Office Staff recommended several teachers and one supervisor as participants in the Workshop at McNeese.

JULY 8, 1974 - The Workshop for teaching gifted students began at McNeese.

JULY 17, 1974 - Dr. Vassar and Mr. Morehouse, national authorities in the field of giftedness and consultants for the Workshop, met with the Central Office Administrators and Supervisors and Principals Oakley, Perry, and Austin. The fourth school, S. J. Welsh Middle School, was included in the parish program.

JULY 19, 1974 - Twenty persons from Calcasieu Parish were among the 44 participants completing the Workshop at McNeese.

JULY 23, 1974 - A nine point Projected plan for Gifted and Talented Students was written by Mrs. Bankens and approved by Mr. Jernigan. This plan was presented to Dr. Woodard, member of the State Board of Education, by Mr. Honore'.

AUGUST 14, 1974 - Two other schools, W. O. Boston and Reynaud, were included in the program.

AUGUST 19, 1974 - Three teachers for the program were selected by the Central Office Staff. Plans were made for the teachers and two members of the Central Office Staff to attend the meeting of the State Advisory Committee for the Gifted and Talented in Newellton, Louisiana, for the purpose of reviewing and making recommendations for the Working Draft of the State Program for the Gifted and Talented.

AUGUST 20, 1974 - The Calcasieu Parish Projected Plans for Gifted and Talented Students were revised and rewritten.

AUGUST 21, 1974 - The Revised ten-point Projected Plan was approved by Dr. Moses and Mr. Jernigan.

AUGUST 22-23,1974- Mrs. Bankens, Mrs. Pugh, and three teachers attended the State Advisory Committee for the Gifted and Talented meeting in Newellton. The Calcasieu Parish ten-point Projected Plan was presented to the group. Informal discussion with others in the state who have planned or existed programs for the gifted was conducted.

AUGUST 26-27,1974- Projected Program Plans were introduced to the individual faculties of some of the participating schools.

AUGUST 28, 1974 - The team began formulation of first specific plans. A first draft of the philosophy was formulated and discussed.

AUGUST 29, 1974 - The team discussed and began formulation of criteria for G/T Program. The philosophy was reviewed and a second draft was written.

AUGUST 30, 1974 - Criteria were reviewed. The team wrote 22 characteristics of G/T. A conference was conducted with Mr. Stokes on philosophy. A third draft was written.

SEPT. 4, 1974 - Student goals were written and discussed. A conference with Mr. Kenneth Mott concerning materials. An appointment was made for review of materials on Sept. 11. A brief overview of curriculum was written and discussed. Discussion on evaluation and accountability was begun.

SEPT. 5, 1974 - Discussion of curriculum was continued. The team began work on a Log. The program was discussed with Dr. George Middleton, official consultant for Calcasieu Parish Special Services, who will assist the G/T Program. Organization of a bibliography and materials was begun.

SEPT. 6, 1974 - The team conferenced with Mr. Jernigan; examined and discussed materials in catalogues; compiled folders for team and supervisors, and discussed furniture and equipment.

SEPT. 9, 1974 - Conference with Dr. Middleton was held by the team. The team attended inservice at St. Louis with Dr. Halbert on individualizing. Teachers worked at their schools, and did research at McNeese Library.

SEPT. 10, 1974 - Materials were previewed with Mr. Ken Mott and began compiling list of appropriate materials.

SEPT. 11, 1974 - The team continued previewing and compling list of materials and bibliography and listened to tapes in various programs.

SEPT. 12, 1974 - The team complied bibliography on cards; talked with Mr. Steve McClung, Webster McGraw-Hill representative, concerning materials and previewed materials suggested by Mrs. Pugh.

SEPT. 13, 1974 - Three bibliographies were completed (professional, curriculum, and materials). The team discussed and wrote a brief synoposis of type of classroom appropriate for gifted and talented, and compiled a list of questions to submit to Memphis or any exemplary program.

SEPT. 16, 1974 - The bibliography was taken to Mrs. Chesson for typing. The team worked on questions, discussed ordering books with Mrs. Chesson and worked on film bibliography. Research was conducted on films and literature.

SEPT. 17, 1974 - Research was conducted on in-service. The team organized and rewrote notes from summer workshop; conferenced with Mr. Jim Gross on materials available from Scott Foresman, and discussed in-service with Mrs. Bankens.

SEPT. 18, 1974 - The team conferenced with Darrell Landry about SVE materials and kept some materials for previewing. Research was conducted at Library Processing and Public Library and work was done on in-service and workshop notes.

SEPT. 19, 1974 - Johnnie Hayes, a 3 1/2 year old gifted child was interviewed at the request of his parents. The team discussed many aspects of program with Mrs. Bankens; wrote rough draft on in-service; prepared and organized materials for next day's consultation with Mr. Jernigan.

SEPT. 20, 1974 - The team, Mrs. Bankens, Mrs. Pugh, Mr. Stokes, and Mr. Jernigan discussed entired program planned thus far. The team read Chapter III, Setting Goals and Objectives from *Objective Based Management Systems in Educational Organizations*, recommended by Mr. Jernigan; observed coordinated music-library classes at Hamilton Elementary; and previewed Singer SVE materials.

SEPT. 23, 1974 - The team discussed educational-behavioral objectives as they apply to G/T Program with Dr. Chance. The team talked with Mr. Jernigan and clarified type of objectives and evaluation; previewed Singer SVE materials, and discussed future plans with Mrs. Bankens.

SEPT. 24, 1974 - The in-service draft was completed for the typist. The team researched and discussed program evaluation, researched materials for parents of gifted children, contacted schools about students participating in photography workshop at Barbe High, and proof-read materials typed thus far.

SEPT. 25, 1974 - Mrs. Bankens and the team met with Johnny Hayes and his parents. The team met with Darrell Landry, Singer SVE representative, and obtained more materials for previewing. They proof-read and revised program materials and began readying them for conference with principals; discussed evaluation and decided temporarily on using Florida's model of evaluation conference with Mrs. Bankens. The team was visited briefly by Mrs. Katherine Findley from the State Department. A short report of Calcasieu Parish's G/T Program was given by Mrs. Bankens to administrators and supervisors from the State Department and from the parished of Cameron, Allen, Beauregard, and Calcasieu.

SEPT. 26, 1974 - A Photography Workshop with a gifted child from each school at Barbe High School was conducted by Kenneth Mott, Joe Lowry (professional photographer), Mrs. McCurley and EMR teachers.

SEPT. 27, 1974 - The team reevaluated materials; previewed film and materials with Comer Johnson of Encyclopedia Britannica Educational Corporation; Instructional Materials Division; finished cover, title page, and table of contents of booklet.

SEPT. 30, 1974 - The team assembled materials and prepared booklets for presentation to principals and discussed evaluation with Mrs. Bankens. A call was received from Mrs. K. Findley requesting that the team go to Baton Rouge on Friday, October 11, to confer with new State Director of G/T Program, Lillie Gallagher. Mrs. Bankens and Brenda Backrack appeared on Mid-Day TV program concerning the G/T Program in Calcasieu Parish. The G/T Program was presented to the respective principals with Mr. Stokes, Mrs. Pugh, and Mr. Jernigan.

OCT. 1, 1974 - An invitation was received from Dr. Vasser to attend the NE Regional Meeting of TAG to be held in Hartford, Conn. on Dec. 4-6. Mrs. Bankens contacted Mrs. Jo Patterson, Coordinator of Memphis G/T Program and made arrangements to visit on October 29 - November 1; the team previewed Singer SVE materials and organized program evaluation data.

OCT. 2, 1974 - The team added to the bibliography; previewed Singer SVE materials; researched forms for evaluation inventories; and received and reviewed McGraw-Hill materials.

OCT. 3, 1974 - The team conferenced with Jim O'Neal, Language Arts Consultant, and Ray Huxen, Holt, Rinehart, Winston representative and continued to research on inventories.

OCT. 4, 1974 - The team previewed Singer SVE materials; conferenced on self-concept, values rating scale with Mr. Honore', Mrs. McCurley, Mr. Stanford; and designed parent permission forms.

OCT. 7, 1974 - A second meeting was held with teachers, principals and central office staff. The parish teachers' meetings were attended in the afternoon.

OCT. 8, 1974 - Materials from McGraw-Hill and IRA were received and reviewed. The team requisitioned additional materials and prepared parent's permission form for participating students. The team began duplicating the working draft which will be taken to Baton Rouge on Oct. 11 and presented to the School Board on Oct. 15.

OCT. 9, 1974 - The team had a conference with Dr. Nassar, Department Head of Testing at McNeese State University concerning inventories for evaluation. The major portions of the working draft were revised and typing of the draft, with COE help, was begun.

OCT. 10, 1974 - The team organized materials to take to Baton Rouge, completed the typing and assembled booklets to take to Baton Rouge.

OCT. 11, 1974 - The team traveled to the State Department and met with Lillie Gallagher, State Director of the Gifted and Talented.

OCT. 14, 1974 - Mrs. Bankens talked with Don Kingery, from the American Press, concerning the Gifted and Talented Program. The team prepared revised copies of the working draft for individual principals, delivered them to the schools, and invited principles, assistant principals, and guidance counselors to attend the Gifted and Talented presentation for the school board on Tuesday, Oct. 15. Work was begun on assembling working drafts for the board members. Singer/SVE materials were received for the purpose of previewing.

OCT. 15, 1974 - The team completed copies of the working draft for board members. Mrs. Bankens met with educational reporters for the American Press and discussed the components of the Gifted and Talented Program, in preparation for the school board presentation and the special feature for Sunday's Press. The team prepared transparencies and organized materials for the presentation to the board, and met with the board.

OCT. 16, 1974 - The team revised the Resource persons' list and bibliography for the working draft; received correspondence from Lillie Gallagher, Coordinator of Louisiana's Gifted and Talented Program; and did research on a sociometric device to be used for peer recommendations. The American Press Photographer made pictures of the team for Sunday's feature story. The team mailed a packet of Gifted and Talented material to the Guidance Counselor at Sulphur High School. Letters were written to Learning Concepts, Austin, Texas; Executive High School Internship of America, New York, requesting materials. The team began requisitioning materials and consulted with Ken Mott, Media for Education representative.

OCT. 17, 1974 - The team added to the bibliography (sources for parents); typed requisitions; previewed Singer SVE materials: Impeachment: What Is It?; and typed on reorganized notes from the workshop.

OCT. 18, 1974 - The team discussed the program to be presented to the parent group on Monday, Oct. 21; typed notes and duplicated the first 10 pages; researched materials for mythology unit.

OCT. 21, 1974 - A folder was updated for recording inquiries from parents concerning the Gifted and Talented Program. The McNeese News Bureau and the American Press Office were contacted concerning back issues of the press needed to obtain copies of related Gifted and Talented articles for the scrapbook. A folder containing material collected for the scrapbook was begun. Typing the notes from the workshop was continued. Plans for the night meeting with the Gifted and Talented parent group were finalized. The team met with the parent group from 7-9 P.M. and answered questions concerning the program.

OCT. 22, 1974 - The team talked with Mrs. Lee Ann Greer concerning creative dramatics. Mrs. Greer offered her services as a volunteer and/or paid employee. The outline of the working draft was reorganized and retyping was begun. Ms. Hillebrandt worked with the Welsh faculty on language arts. Ms. Chandler attended a science textbook committee meeting.

OCT. 23, 1974 - The team retyped portions of the working draft. Ms. Bankens, Chandler,& Hillebrandt attended the organizational meeting of the Calcasieu Council for Social Studies at Pearl Watson.

OCT. 24, 1974 - The team completed typing revisions made in the working draft and organized these for Xeroxing. Ms. Chandler attended a science textbook committee meeting.

OCT. 25, 1974 - The team discussed materials suited to the Gifted/Talented Program with Lavern Rutherford, Addison-Wesley Publishing Company representative; requested examples of peer referrals from Margaret Bynum, Georgia Gifted/Talented Consultants; Xeroxed copies of the draft for the Memphis Gifted/Talented people and mailed a copy to Mr. Buck in Breaux Bridge. Ms. Bankens, Chandler, and Hillebrandt attended a conference on Music Therapy for Exceptional Children at the Civic Center. Ms. Bachrack worked in the dark room. Ms. Bankens made plans to speak to the Sulphur High Beta Club on Saturday, October 26, in order to acquaint them with the progress and plans of the Calcasieu Gifted/Talented Program.

OCT. 28, 1974 The team made final preparations for the Memphis trip; received references for peer referrals from Lillie Gallagher; and met with Mr. Jernigan to discuss tentative plans and deadlines through mid-term.

OCT. 29 - NOV 2 1974 - The team visited and observed the Memphis Gifted/Talented Programs and attended the Louisiana State Social Studies Conference in Bossier City.

NOV. 4, 1974 - The team met with the principals and counselors from the six schools in the morning. The materials received from Memphis were previewed and revised.

NOV. 5, 1974 - The team revised and wrote up the SPARK Special Features, Curriculum, and Benefits. Each teacher worked in the schools locating working areas.

NOV. 6, 1974 - The team worked on curriculum, conferenced with Jim O'Neil from Holt, Rinehart, and worked in the schools.

NOV. 7, 1974 - The team worked at the Media Center preparing materials for classes. The team also worked in the schools.

NOV. 8, 1974 - Team worked at Media Center on materials and went to schools.

NOV. 11, 1974 - Holiday

NOV. 12, 1974 - Team worked on materials in Media Center. Mrs. Bachrack and Mrs. Bankens met with Boston and Reynaud faculty informing them of the program and the role they would play.

NOV. 13, 1974 - Team worked on visual aids in Media Center. Ms. Hillebrandt and Ms. Bankens met with the LaGrange Middle School faculty.

NOV. 14, 1974 - Team worked on visual aids in Media Center. Ms. Chandler and Ms. Bankens met with F. K. White faculty.

NOV. 15, 1974 - Team worked on visual aids. The team and Ms. Bankens presented the program to the central staff at Central School.

NOV. 18, 1974 - Team worked on visual aids. Purchased materials from K & B Drug Store needed for visual aids. Materials were received from various companies.

NOV. 19, 1974 - Team worked on visual aids, went to Custom Carpet and McIver Carpet and purchased carpet for classrooms. Went to the warehouse and obtained paint for classrooms. Went to schools and measured windows for curtains.

NOV. 20, 1974 - Team worked on visual aids. Went to S. J. Welsh, F. K. White, and W. O. Boston schools and took pictures of students, counselors, principals and teachers.

DEC. 2, 1974 - Worked on visual aids in media center. Each teacher went to the different schools and discussed classroom space, equipment, etc.

DEC. 3, 1974 - The team worked on visual aids. Ms. Bankens received a call from Lillie Gallagher in the State Department who wanted one member of the team to attend a conference in Atlanta, Georgia. Mary Alice Chandler was available and left by car at 11:15, drove to Beaumont and caught a plane to Atlanta. The Conference on Gifted lasted all week. Ms. Bankens and Ms. Hillebrandt attended the Calcasieu Parish Social Studies Meeting held at Pearl Watson School at 4:00 p.m. The Baton Rouge team was in charge of the meeting.

DEC. 5, 1974 - Worked on visual aids. Ms. Hillebrandt went to S. J. Welsh and LaGrange Middle Schools and began work on identification of possible participants in the program.

DEC. 6, 1974 - Worked on visual aids, received materials and distributed them.

DEC. 8, 1974 - The teachers worked at their schools on identification, etc. They brought some of the materials to the schools and worked on visual aids.

DEC. 10, 1974 - The team attended meetings with Dr. Anderson at Fourth Ward Elementary School and visited the open classroom. An informal discussion was then held concerning non-gradeness. The team attended a meeting with the librarians at the Media Center and then at McNeese with the reading teachers.

DEC. 11, 1974 - The team met with the principals and Dr. Anderson at Fourth Ward Elementary School. Part of the team worked on visual aids and requisitions.

DEC. 12, 1974 - The team worked on selection of students for the program and beholding their parent conferences.

DEC. 13, 1974 - The team worked in their schools on selection, making appointments, and holding parent conferences.

IDENTIFICATION

IDENTIFYING CHARACTERISTICS

OF GIFTEDNESS

The Gifted Child Usually:

*exhibits superior achievement in one or more academic areas and scores highly on standardized tests

*is capable of long-range concentration on topics of interest and has high interest and search for the truth

*resists routines and shows need or desire for solitude

*is creative-inventive-original and shows interest beyond the usual norm for his chronological age

*is independent, self-initiated, self-directed with high standards for himself

*is sensitive toward others' feelings and is considerate of others

*reads widely and has extensive vocabulary

*has variety of interests and talents; is interested in adult problems

*possesses superior reasoning ability and recognizes relationships

*learns rapidly, easily

*is capable of critical and evaluative thinking and possesses the ability to perform difficult mental tasks

*is friendly, outgoing, and enthusiastic; is well-liked by his peers and/or adults

*is curious about the world around him, asks questions, desires satisfactory answers, and is supplied with limitless energy and enthusiasm

*has no patience with absurdities and stupidities and yet possesses a mature sense of humor; may be stubborn in his beliefs

*is a high-risk taker; is adventurous and speculative; does not fear being different; exhibits non-conforming behavioral traits

*adapts readily to new situations

*is physically well-coordinated; excels in athletic activities

*is the most scientifically-oriented

*is the brightest minority-group student in the class (in case there are more than five)

A GIFTED CHILD may exhibit none of the above characteristics but might have untapped potential suspected or intuited.

SPECIFIC PROCEDURES FOR IDENTIFICATION, PLACEMENT, AND REMOVAL OF STUDENTS

(Upper Elementary-Secondary)

Gifted and Talented Program

SPARK

Calcasieu Parish School Board

1. Factors which will determine the number of students to be selected for the gifted and talented program in a given center include the following:

   a. The student population eligible for consideration for placement in a gifted/talented center shall consist of those students at the appropriate grade placements in the center school and designated feeder schools. Grade levels and feeder schools for a given center are determined by administration.

   b. Maximum number of students for the program shall not exceed ten (10) percent of the total student population for the affected grades. Fewer students may be selected if necessary to maintain adequate pupil-teacher ratio.

   c. Maximum group size at any given period shall not exceed fifteen (15) students. This maximum shall be permitted if:

      (1) it does not cause total enrollment in the classes for gifted and talented to exceed ten (10) percent of the student population for the affected grades; and/or

      (2) the facility provided by the center school accomodates this number of students at one time.

2. Additional factors governing selection of students for a given center will include the following:

a. COMPETENT AUTHORITY TESTING

Students tested and recommended by competent authority testing teams will be invited to participate if placement is available at the time of testing.

b. MCNEESE GOVERNOR'S PROGRAM

Students in grades 6,7, or 8 who have enrolled in the Governor's Program at McNeese State University shall be invited to participate.

c. SUCCESSFUL PARTICIPATION

Each student who has successfully participated in the program for one year will be asked to participate the following year if a program is available for his grade level.

d. ESTABLISHMENT OF RESERVOIR

A reservoir of other students to be considered for placement in a given center shall be established in the following manner:

(1) Group I.Q. Scores - The most recent SRA Primary Mental Abilities, or other group intelligence test scores recorded on cumulative folders shall be examined. Students scoring in the top two (2) percent will be included in the pool for consideration. The top one-tenth (1/10) of this two (2) percent will be accepted for the program without further screening. The rest of the group will go into the "reservoir".

(2) Achievement Scores - The most recent achievement test scores will be examined. The top two (2) percent will be considered. The top one-tenth (1/10) of this two (2) percent will be accepted into the program. The rest of the group will go into the "reservoir".

(3) Teacher Recommendation - Each classroom teacher will be given a list of identifying characteristics of giftedness. He will be asked to nominate the one student who is the best example of each identifying trait. All students nominated will be placed in the "reservoir". Though a teacher may nominate a given student in more than one category, the student will receive only one citation in the "reservoir" from each teacher. This should be done in the spring of each school year if possible.

e. Data on students in the "reservoir" will be treated in the following manner:

(1) All students in the reservoir should now be ranked according to the number of times they have been mentioned. These rankings should be listed in two (2) categories - those in self-contained classes and those in departmentalized sections. I.Q. scores and achievement scores should also be listed for each student.

(2) Those students from departmentalized situations whose names have been mentioned in excess of three times shall be invited to participate in the program provided this does not cause the enrollment to exceed the allowable group size. Should such a situation occur, test score rankings will be utilized along with number of citations. Testing will be done at this point by the SPARK teacher and/or the counselor.

(3) Those students from self-contained classes having three citations in the reservoir shall be invited to participate in the program, provided this does not cause the enrollment to exceed the allowable group size. Should such a situation occur, test score rankings will be utilized along with number of citations.

(4) Further group testing will be utilized if necessary for the remaining reservoir students.

(5) Individual intelligence, creativity, and/or aptitude tests may be administered by qualified personnel if such data seems significantly necessary on a given student.

(6) All data shall be examined by the identification team consisting of the SPARK teacher, the counselor, the principal, the Coordinator of Gifted Programs, and the Director of Special Services.

3. Approval for individual placement shall be given by the Coordinator of Gifted Programs and the Director of Special Services.

4. No student shall be placed in the program against his wishes. He and his parents shall be interviewed by the teacher of the class for the gifted, or the teacher and the counselor, prior to his enrollment. Signed

parental permission for the student's participation shall be obtained and shall become a part of his Special Services Department file.

5. A letter of assignment will be mailed to the parents from the Special Services Department, with copies being routed to the principals of the student's home-base school and the center school. No student shall be admitted into the program without an official letter of assignment.

6. After selection and placement are finalized for each student, the SPARK teacher will have the student complete the Pupil Interest Inventory. This will aid the teacher in understanding each student's needs, interests, and aptitudes and in utilizing these when formulating the curriculum, gathering data, and selecting materials.

7. A waiting list for each center will be maintained by the Special Services Department. Students on the waiting list will be drawn into the program on the same basis as outlined above.

8. Removal of a student from the program may be accomplished in the following manner:

   a. A parent may remove a child from the SPARK program by signing the appropriate form and filing it with the Department of Special Services. Notification will be mailed to the principals of the student's home-base school and the center school.

   b. A SPARK teacher, regular classroom teacher, counselor, principal, or member of the central office instructional staff may request a conference with the Coordinator of Gifted Programs and/or the Director of Special Services regarding removal of a student from the program. Removal may be achieved through mutual consent and by filing the appropriate form with the Department of Special Services.

   c. All students removals will be considered temporary. A student may apply for readmission to the program. Readmission will be considered as the inverse produre to removal.

Approved:

March, 1976

Charles A. Honoré

Charles A. Honore'
Assistant Superintendent
Auxiliary Services

RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT IN EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED

Calcasieu Parish School Board

Department of Special Services

STUDENT'S NAME____

DATE OF BIRTH_______________BASE SCHOOL_________________

SPARK CENTER____

To Whom It May Concern:

After our discussion concerning my child's general learning ability, school progress, and social adjustment, I hereby agree to his/her placement in the program for Gifted and Talented as soon as the necessary arrangements can be made.

I understand that the progress and development of my child will be carefully observed and that I will be informed orally or in writing at various times, or upon my special request, about the nature of such progress.

_______________________________ ____________________

(Signature of Parent) (Date)

_______________________________ ____________________

(Signature of Parent) (Date)

_______________________________ ____________________

(Signature of Teacher, Principal, or Counselor) (Date)

RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT IN EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED

Calcasieu Parish School Board
Department of Special Services

To Whom It May Concern:

I hereby give my consent for my child, ____________________, to be taken on field trips throughout the year (1975-76) as part of the SPARK curriculum. I will not hold the teacher, school, or principal responsible for any accident or mishap which may occur on these trips.

______________________________ ____________________
(Signature of Parent) (Date)

______________________________ ____________________
(Signature of Parent) (Date)

RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT IN EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED

Calcasieu Parish School Board

Department of Special Services

STUDENT'S NAME ____________________ DATE OF BIRTH ____________

BASE SCHOOL ____

SPARK CENTER ____

To Whom It May Concern:

I hereby agree to my child being photographed and/or filmed and that these may be shown to the general public on appropriate occasions. I understand that at no time will any pictures, slides, or films be shown that would cause any embarrassment or be detrimental in any way.

________________________________ ____________________

(Signature of Parent) (Date)

________________________________ ____________________

(Signature of Parent) (Date)

________________________________ ____________________

(Signature of Teacher, Principal, or Counselor) (Date)

PUPIL REPORT ON INTEREST AND ACTIVITIES

Interest Inventory Record

NAME ______________________________ DATE OF BIRTH ______________

AGE ________ GRADE ________ BASE SCHOOL ____________________________

SEX ____________ DATE ____________________.

This is not a test. Your answers will not be graded, but they will provide helpful information. Please answer each question carefully and as fully as possible. If you need assistance, your teacher will help you.

PLAY AND OTHER ACTIVITIES

1. When you have an hour or two to spend as you please, what do you like best to do? ______________________________
____.

2. What do you usually do: (Be specific if possible)
   After school? ______________________________
   In the evening? ______________________________
   On weekends? ______________________________

3. What game do you like best to play? ____________________

4. Do you make things? Yes_____ No______ What things have you made?
____

5. What tools or playthings do you have at home? ____________________

6. Do you have any pets? Yes_____ No_______ If yes, what? __________
____

7. Do you collect things? Yes______ No______ If yes, what? __________
____

8. Do you take lessons such as music and dancing? Yes_____ No______
If yes, what? ______________________________

9. Do you have any hobbies? Yes_____ No_____ If yes, what? ________
____

Cont. - Interest Inventory Record

10. Suppose you could have one wish which might come true, what would it be?____

____

11. Are there some things you are afraid of? Yes_____ No______ If yes, what are they?____

____

TELEVISION, RADIO AND MOVIES

12. How much time do you spend looking at TV?

On a school day:_________________________hours. On a weekend

____________________hours.

13. What is your favorite TV program?_________________________________

14. How much time do you spend listening to the radio?

On a school day __________________hours. On weekends ______________.

15. How often do you go to the movies? ________________________________.

READING

16. What is the best book you have ever read?____________________________

Name other books you like:____

____

17. Name some books of your own that you have at home:___________________

____

18. Do you like to have someone read or tell a story to you? Yes______

No______

19. Do you go to the public library? Often________ Seldom________

Never________

20. What magazines do you read?____

21. Do you read comic books? Yes_____ No______ If yes, what are your favorite comic books? ____

____

Cont. - Interest Inventory Record

22. Do you read a newspaper? Yes______ No_______ If yes, which parts? ______________________________

23. What kind of books do you like best? For example, books about animals, about pilots, about children at home, about children in other lands, or about the stars and the planets. Write the kinds of books you like best:

____

____

VOCATIONAL AND EDUCATIONAL INTERESTS

24. What kind of work do you think you want to do when you finish school? ______________________

Do you know anyone in this line of work? ____________

If so, who? ______________________

25. Have you read books or stories about the kind of work you want to do? Yes ______ No_______ If yes, name them: ____________

____

26. Have you seen anyone on television or in the movies who does the kind of work you want to do? Yes______ No_____ If yes, Who?

____

27. Do you plan to go to high school? Yes_______ No________

To college? Yes_______ No_______ Do you want to go to college?

Yes______ No______

28. Do you like school? Yes_____ No______

29. What school subject do you like best? ______________
What school subject do you like least? ______________

30. In what subject do you get your best marks? ____________

Your poorest marks? ____________

31. List five (5) things you would like to study more about?

DIFFERENTIATED CURRICULUM AND INSTRUCTION

CURRICULUM GUIDE

The curriculum will be geared to activities involving the students in experiences such as: decision-making, problem solving, interpreting data, summarizing information, stimulating the imagination, making discoveries, formulating hypotheses, analyzing propaganda techniques and developing logical thinking.

The curriculum will offer the opportunity for independent study, small group instruction emphasizing the techniques of group dynamics, field trips, travel, specialized instruction for development of unique talents in the arts, and utilization of community resources to involve the students as active participants in their own learning.

No grades will be given, but students are required to meet program expectations, and successful performance assures any future placement in the program. Students are required to maintain acceptable grades in all academic subjects.

The perpetually-changing curriculum will be designed to meet the immediate and long-range needs of individual students.

In order to develop a differentiated curriculum, specialized teaching strategies are utilized. The teaching/learning models developed by Benjamin Bloom, J. P. Guilford, and Frank Williams are used in developing curriculum.

CLASSIFICATION OF QUESTION CATEGORIES

TO CUE VARIOUS LEVELS OF THINKING

BLOOM's Sequential Classification of Question Cues:

Knowledge (memory questions): tell - list - describe - who - when - where - which - what - do you remember - state - does - define - identify - did you know that - relate -

Comprehension (translate): Change to different symbol or medium - tell in your own words - describe how you feel about - relate - interpret - compare and contrast - what is an analogy to - when can you extrapolate from that - discover and explain - what does it mean - what are the relationships -

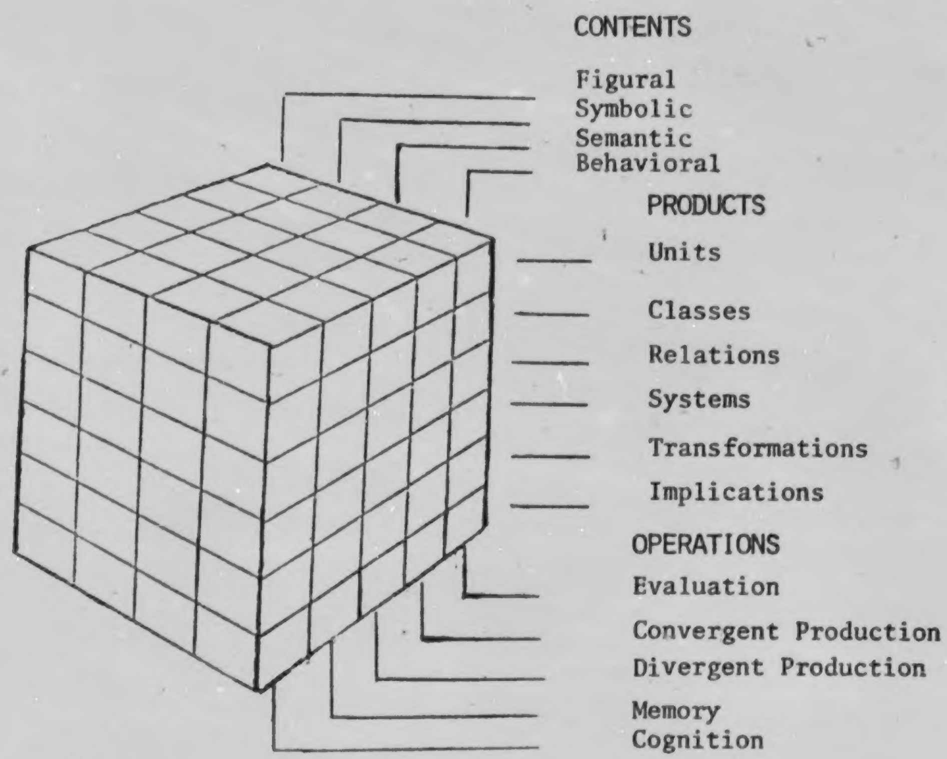
Application (problem-solving): Demonstrate - use it to solve - where does it lead you - how can you use it -

Analysis (reached, derived): How - reason - why - what are causes - what are consequences - what are the steps of the process - how would you start - arrange - specify the conditions - which are some specific examples of - list all the problems, solutions -

Synthesis (Productive-divergent thinking, originality and imagination): Create - devise - design - how many hypotheses can you suggest - think of all the different ways - how else - what would happen if - think of as many as you can - what it would be like if - how many ways are possible - compose - develop - in what ways can you improve - suppose - form a new - think of something no one else has thought of before -

Evaluation (judge to a standard, set criteria): Set standards for evaluating the following - which are good, bad - which one(s) do you like - what do you think are the most likely - rate from good to poor - select and choose - is that good or bad - weigh according to - evaluate the results - judge the evidence - judge according to these standards - judge by how you feel - what is the problem - are these solutions adequate - will it work - decide which -

GUILFORD'S STRUCTURE-OF-INTELLECT MODEL*


CONTENTS
Figural
Symbolic
Semantic
Behavioral
PRODUCTS
Units
Classes
Relations
Systems
Transformations
Implications
OPERATIONS
Evaluation
Convergent Production
Divergent Production
Memory
Cognition

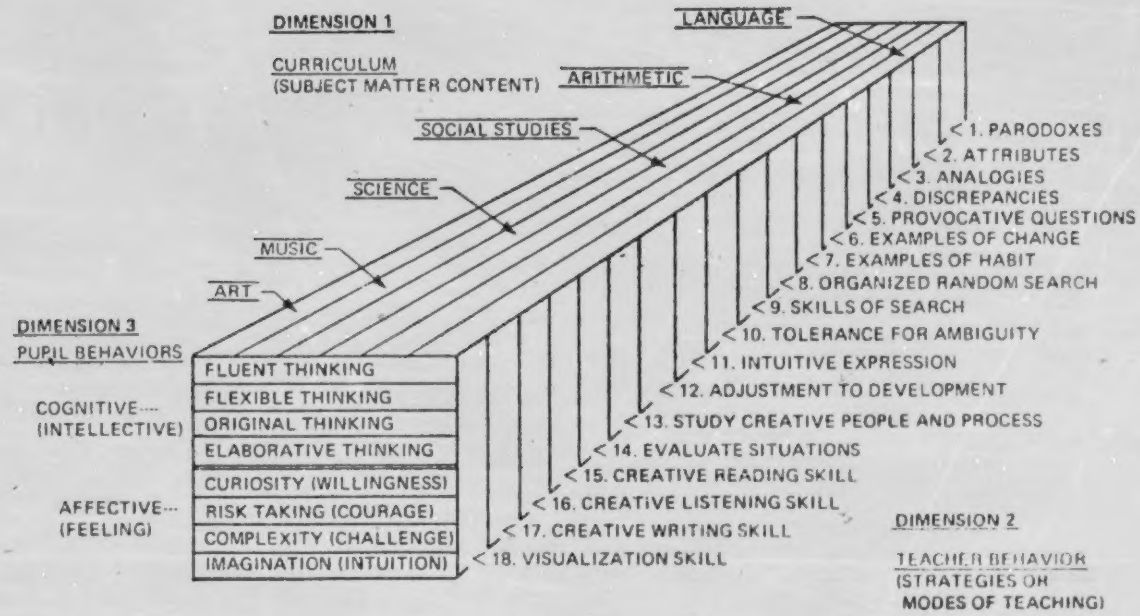
The above figure is the structure-of-intellect model, (SI Model) within which each little cube represents a unique combination of one kind of operation, one kind of content, and one kind of product, hence a distinctly different intellectual ability or function.

Value judgments will need to be made as to the extent the application of the SI Model is used in the classroom. Needs for divergent-production abilities, because of their demonstrated relation to creative production and problem solving, are being recognized. Where steps are being taken to cultivate these abilities, many benefits have been reported. In addition to the intrinsic rewards that students experience, there are general increases in self-esteem and self-confidence, and even some behavior problems are solved.

Adapted from an aritcle in THE GIFTED CHILD QUARTERLY, Autumn, 1972.

A Model for Implementing Cognitive-Affective Behaviors in the Classroom

$$D1 \rightleftarrows D2 \rightarrow D3$$


DIMENSION 1
CURRICULUM
(SUBJECT MATTER CONTENT)
LANGUAGE
ARITHMETIC
SOCIAL STUDIES
SCIENCE
MUSIC
ART
DIMENSION 3
PUPIL BEHAVIORS
COGNITIVE----
(INTELLECTIVE)
FLUENT THINKING
FLEXIBLE THINKING
ORIGINAL THINKING
ELABORATIVE THINKING
AFFECTIVE---
(FEELING)
CURIOSITY (WILLINGNESS)
RISK TAKING (COURAGE)
COMPLEXITY (CHALLENGE)
IMAGINATION (INTUITION)
< 1. PARODOXES
< 2. ATTRIBUTES
< 3. ANALOGIES
< 4. DISCREPANCIES
< 5. PROVOCATIVE QUESTIONS
< 6. EXAMPLES OF CHANGE
< 7. EXAMPLES OF HABIT
< 8. ORGANIZED RANDOM SEARCH
< 9. SKILLS OF SEARCH
< 10. TOLERANCE FOR AMBIGUITY
< 11. INTUITIVE EXPRESSION
< 12. ADJUSTMENT TO DEVELOPMENT
< 13. STUDY CREATIVE PEOPLE AND PROCESS
< 14. EVALUATE SITUATIONS
< 15. CREATIVE READING SKILL
< 16. CREATIVE LISTENING SKILL
< 17. CREATIVE WRITING SKILL
< 18. VISUALIZATION SKILL
DIMENSION 2
TEACHER BEHAVIOR
(STRATEGIES OR
MODES OF TEACHING)

Purpose: Presents the dimensions of content-teaching processes and student behavior to emphasize the strands of possibilities within each dimension. Provides a vehicle for intersecting a given subject area with any teaching strategy. Extends the breadth of cognitive learning.

IMPLICATIONS	APPLICATION
Realizing the scope of thinking processes	Extending or developing curriculum

DIMENSION 3

PUPIL BEHAVIORS

Behavior	Meaning
COGNITIVE - INTELLECTIVE	
FLUENT THINKING To think of the most--	Generation of a quantity Flow of thought Number of relevant responses
FLEXIBLE THINKING To take different approaches --	Variety of kinds of ideas Ability to shift categories Detours in direction of thought
ORIGINAL THINKING To think in novel or unique ways --	Unusual responses Clever ideas Production away from the obvious
ELABORATIVE THINKING To add on to --	Embellishing upon an idea Embroider upon a simple idea or response to make it more elegant Stretch or expand upon things or ideas
AFFECTIVE - TEMPERAMENT	
RISK TAKING To have courage to --	Expose oneself to failure or criticisms Take a guess Function under conditions devoid of structure Defend own ideas
COMPLEXITY To be challenged to --	Seek many alternatives See gaps between how things are and how they could be Bring order out of chaos Delve into intricate problems or ideas
CURIOSITY To be willing to --	Be inquisitive and wonder Toy with an idea Be open to puzzling situations Ponder the mystery of things To follow a particular hunch just to see what will happen
IMAGINATION To have the power to --	Visualize and build mental images Dream about things that have never happened Feel intuitively Reach beyond sensual or real boundaries

**The above model, strategies, and behaviors were presented by Dr. Frank Williams in a Gifted Education Workshop at McNeese State University, February, 1976.*

DIMENSION 2
TEACHER BEHAVIORS
(STRATEGIES)

NO. 1 - PARADOXES	Common notion not necessarily true in fact Self-contradictory statement or observation
NO. 2 - ATTRIBUTES	Inherent properties Conventional symbols or identities Ascribing qualities
NO. 3 - ANALOGIES	Situations of likeness Similarities between things Comparing one thing to another
NO. 4 - DISCREPANCIES	Gaps of Limitations in knowledge Missing Links in information What is not known
NO. 5 - PROVOCATIVE QUESTIONS	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
NO. 6 - EXAMPLES OF CHANGE	Demonstrate the dynamics of things Provide opportunities for making alternations, modifications, or substitutions
NO. 7 - EXAMPLES OF HABIT	Effects of habit-bound thinking Building sensitivity against regidity in ideas and well-tried ways
NO. 8 - ORGANIZED RANDOM SEARCH	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
NO. 9 - SKILLS OF SEARCH	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental search)
NO. 10 - TOLERANCE OR AMBIGUITY	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
NO. 11 - INTUITIVE EXPRESSION	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges
NO. 12 - ADJUSTMENT TO DEVELOPMENT	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possiblities
NO. 13 - STUDY CREATIVE PEOPLE AND PROCESS	Analyze traits of eminently creative people Study processes which lead to problem solving, invention, incubation, and insight
NO. 14 - EVALUATE SITUATIONS	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts

NO. 15 - CREATIVE READING SKILL	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
NO. 16 - CREATIVE LISTENING SKILL	Learning the skill of generating ideas by listening Listen for information allowing one thing to lead to another
NO. 17 - CREATIVE WRITING SKILL	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
NO. 18 - VISUALIZATION SKILL	Express ideas in visual forms Illustrating thoughts and feelings Describing experiences through illustrations

TEACHER QUESTIONING TECHNIQUES*

1. Pausing:	Teachers should pause after asking questions in order to allow students to organize their thoughts thereby encouraging more indepth pupil responses.
2. Handling incorrect responses:	Telling pupil his answer is wrong decreases student participation. Avoid this by giving him an opportunity to correct his answer through rephrasing the question.
3. Calling on non-volunteers:	Many time students who tend to volunteer in discussions monopolize and do not allow the shy child or non-volunteer an opportunity. Non-volunteers are often the pupils who most need your attention and the experience of responding.
4. Redirection:	Redirection is an effective way to increase pupil participation and reduce teacher talk. It is the responsibility of the teacher to frame questions that require more than one correct answer and then to redirect the question in a way that will involve all students in the discussion.
5. Questions requiring higher cognitive process:	Teachers typically use too many questions and too few higher order questions in class discussion. Higher cognitive questions increase the quantity of pupil participation and improve the quality of pupil answers.
6. Probing:	Probing involves a series of teacher questions addressed to one student and designed to move the student's initial response toward a more adequate answer. The three probing techniques include: a. Prompting - a series of hints used to help a pupil who has a weak or an incorrect answer. b. Seeking Further Clarification - used when the teacher wants to extend a partially acceptable answer. c. Refocusing - used to request the pupil to relate a completely acceptable answer to another topic.

*Material developed by Memphis CLUE program, 1974, used in a pre-service workshop, Lake Charles, Louisiana, August, 1975.

Adapted from EFFECTIVE QUESTIONING - Teachers Handbook, Far West Laboratory for Educational Research and Development, MacMillian Educational Services, Inc.

SPECIAL FEATURES AND CURRICULUM OF SPARK PROGRAM

Calcasieu Parish School Board

I. SPECIAL FEATURES OF THE SPARK PROGRAM

- A. No textbooks
- B. Teacher develops the curriculum based on student interests
- C. Students in program by choice
- D. Students, parents, and faculty evaluate the program

II. THE CURRICULUM

- A. Brain teasers (Sparklers)
    1. Develop thinking skills
    2. Challenge through fun-like activities
- B. Logic
    1. Challenge through logic elimination problems, sentence logic, and symbolic logic
    2. Improve reasoning ability
- C. Group discussions
    1. Allow for development of discussion skills
    2. Allow for group interaction
- D. Micro-units
    1. Develop interest in new topics
    2. Broaden interest in old topics
- E. Values clarification activities
    1. Learn about self and others
    2. Learn to understand self and others
- F. Group interaction activities
    1. Learn to work with others in groups
    2. Learn skills involved in decision-making
- G. Creative activities
    1. Learn to generate a number of ideas - fluency
    2. Learn to probe ideas in different categories - **flexibility**
    3. Learn to develop new ideas - originality
    4. Learn to add on to an idea to make it better - **elaboration**
- H. Field trips and resource persons
    1. Provide first-hand, out-of-school experiences
    2. Provide enrichment
- I. Research
    1. Learn about various means of gathering information
    2. Learn how to use research in micro-units and projects
    3. Learn about different kinds of research
- J. Independent projects
    1. Develop independence
    2. Study in-depth area of special interest

III. BENEFITS OF THE SPARK PROGRAM

A. Develop thinking skills
B. Learn to work with others
C. Provide challenge
D. Develop better self-image
E. Develop specific skills in various areas of the curriculum
F. Develop and nurture talents

CLASSROOM

The classroom should be furnished and arranged in such a way as to promote the free exchange of ideas, student participation, and be wholly responsive to the needs of the individual. It should complement individualized instruction, be spacious, less restrictive than the regular classroom, and more adaptable for changes.

Differentiated teaching techniques require use of specialized equipment systems; therefore, this should be a main consideration in planning a classroom for the gifted and talented.

The furniture should be compatible with individualized learning, variable grouping, and other innovative educational concepts. The design should include vertical and horizontal work areas, specialized storage component, space dividers, free standing and wall mounted storage cabinets and shelves, variously shaped tables, chairs and study desk, and carrels. Furniture should be lightweight and capable of being stacked, allowing learning areas to be quickly converted for more informal group activities.

Air-conditioning and carpeted floors would insure quietness and maximum comfort.

ARTIFACTS

ENCOUNTER LESSON

by Inez Pellerin

OBJECTIVE:

To develop all four areas of the Cognitive and Affective Domains brought out by Williams

PROCEDURE:

Ask students to stand up, close their eyes and become an artifact. Indicate by our position how an artifact might feel.

QUESTIONS:

1. What type artifact are you?
2. Where are you and why are you there?
3. How do you feel about your position?
4. Here comes a man with an ax, what are you going to do or say?
5. If this man saw all of the different artifacts and decided to take just one to a very famous museum, why should he choose you?

EVALUATION:

1. Why did you choose the artifact that you chose?
2. How did you feel about telling us why you should be chosen for the museum?
3. What artifact did you think was the most interesting and why?

In using Williams, we may also use the ideas and theories of both Bloom and Guilford. Below is a short summary of how each fits the questions above:

	Bloom	Guilford
Question 1	knowledge	cognition
Question 2	evaluation	evaluation
Question 3	organization	evaluation
Question 4	analysis	divergent
Question 5	synthesis	evaluation

LIFE AND DEATH

by Sylvia Grosze

Introduction

Death is a topic that causes people much worry, consternation, and anxiety. It is very much avoided also as a topic. And even though we may unconsciously look upon ourselves as being the one who will continue to live forever while all others around us die, there is nothing as inevitable in our lives as dying.

Hopefully these activities in this unit will explore the issue of death without it becoming a morbid and fearful experience, and will provide positive and meaningful experiences.

It is up to the individual teacher to determine whether these activities should be adapted and restructured so that they can be geared to the respective age levels and backgrounds of the students involved. Also, the teacher can feel free to disclose his or her own personal values but they should not be imposed on the students. The students should have the freedom to make their own decisions and to find their own meanings.

I. OBJECTIVES

- A. To introduce the problem of death in the course of exploring some values.
- B. To examine our values and moral imperatives in regard to "death" versus "life".

II. STRATEGIES

A. Asking the hard questions - the students can jot down their answers to the following thought-provoking questions individually and then come together as a group to discuss the differences and similarities in their answers.

1. At what age were you first aware of death?
2. Have any of your friends or relatives ever died? How did you feel?

3. What best describes your childhood conception of death?
4. What most influences your present attitudes toward death?
5. How much of a role has religion played in the development of your attitude toward death?
6. To what extent do you believe in a life after death?
7. How often do you think about your own death?
8. What does death mean to you?
9. What aspect of your own death is the most distasteful to you?
10. If you had a choice, what kind of death would you prefer?

B. Decision making - Who shall live? Who shall die?

Law, medicine, and religion all have difficulty in defining "death". Transplant operations, availability of organs for transplants, continuing life support systems bring up the questions of when is a person dead, when should the patient die, who shall live.

This excercise consists of the examination of a number of case histories, indiviudal and group decisions as to the disposition of the case, and subsequent general discussion of principles involved.

Suogroup the class and distribute copies of the case histories that follow. Each group may work on a different case history, or all may work on the same one. Each member is to read his case history and make a tentative decision before discussing it with other members of his group. The group is then allowed a time period to arrive at a decision. When there is disagreement within a group, a "minority" opinion" may also be prepared. Each group then reads its case history to the rest of the class, together with their decision, including any minority opinion. General discussion can follow based on questions such as:

- What is human life?
- Under what conditions should a person be considered incompetent to make a decision involving his own life?
- When a person is not considered competent to make a decision, whose responsibility should it be?
- How should decisions be made as to who should receive available organs for transplant?
- How should decisions be made as to how long a patient should be kept alive by "artificial means"?

CASE HISTORIES

1. Under common law the decision of a minor is not considered "valid consent", and therefore, their parents or guardians have had to make the decision when they are to serve as transplant donors. In the case of kidney transplants, statistics show that the one-year survival rate for recipients of renal homografts (Kidney transplants) is about 80 percent with close relative donors, 60 percent with cadaveric donors, and less than 30 percent with living unrelated donors. Also, the increased mortality risk of the donor, who now has one kidney, viewed over a five-year period, is 99.1 percent (this is the same risk as that encountered by

by anyone who traveled eight miles to work and back each day during that time). A hospital received a request from the parents of 14 year old twins to transplant one kidney from the healthy twin to his very sick brother who, due to irreparable damage to both kidneys, could not long survive without a transplant. Should the hospital and staff accept this request and perform the operation? Should the healthy twin be consulted? Should the hospital consider his views?

2. Persons judged by courts to be mentally incompetent are unable to give valid consent and, like minors, have decisions made for them by parents and guardians. A seriously ill man is in need of a kidney transplant. He has a healthy brother who is considered by medical authorities to be the most suitable donor. However, his brother is mentally incompetent, being institutionalized in a state hospital. The mother of the two men asked the hospital to use the institutionalized brother as a donor. However, the state appointed a guardian of the institutionalied brother. The case was taken to court. How would you decide?

3. A 32 year old man fell on his head when butted during a fight, and he was admitted to the hospital with severe brain injuries. On June 16, fourteen hours after admission to the hospital, he stopped breathing. He was connected to an artifical respirator to allow time for preparation for an operation to remove one of his kidneys for a transplant to another patient. His wife's permission was obtained for the removal of the kidney for this purpose. After 24 hours the kidney was removed, the respirator disconnected, and there was no breathing or blood circulation. The attending physician obtained the coroner's permission for the kidney removal. When did the patient die? Was anyone guilty of his death?

4. The attending physician of an elderly lady must decide whether or not to perform an operation to save her life. He knows that if the operation is "successful" she may live on another ten years. However, he also knows that she will be hopelessly paralyzed and comatose, requiring the full time attention of two or three nurses (throughout the rest of her life until her death). Is it the doctor's duty to preserve "life" in this situation?

C. The Obituary - the goal of this activity is not to have us dwell in morbidity, but rather to reinforce the notion that we are each responsible for the quality of our lives. It is based on the assumption that we all have a lot of living left to do. Obituaries from the local newspaper can be reviewed by the students. Below is a simple format but students are free to write their obituaries in their own form.

Bill Jones, age ______ died yesterday from _____________.
He was a member of _____________(or He belonged to _________.
At the time of his death, he was working on becoming ________.
He will be remembered for _____________. He is survived by

and mourned by ____________ because ____________. He always wanted to ____________ but never got to __________. The world will suffer the loss of his contributions in the areas of __________. His body will be ____________.

When everyone is finished, students may volunteer to read their obituaries out loud or share them in smaller groups.

D. The Epitaph - Try to find out from students what they would want engraved on their tombstones, what would be a nutshell summary of their lives. Bartlett's Familiar Quotations, magazines or old yearbooks may be helpful in aiding the students to generate ideas for their tombstone statements. Students can use construction paper, cardboard, poster board, etc. with which to create their own tombstone and on which to record their epitaph.

E. The Coat of Arms - This strategy might help the students to appreciate themselves and others while they are still here.

In medieval times, knights wore coats of arms to reflect what they stood for, what they valued in life. Students can adapt this custom by designing their own personal coats of arms to represent what in life is meaningful to them.

Procedure: Each student can prepare their own version of shield. Divide the shield into six segments. In each of these segments the student should draw a picture or symbol in response to the following topics or others suggested by the teacher or the students themselves:

1. Draw a picture to show what your friends might miss most about you if you were to die right now.
2. Make a drawing of something about which you feel very strongly, something for which you would be willing to give your life.
3. Draw a picture that represents the event (if there is one) in which you came closest to losing your life.
4. Think of someone who was close to you who died. Draw a picture to show what you miss most about that person.
5. Illustrate on your coat of arms what you are doing to help you live a long, healthy life.
6. Imagine that you have one year in which to live. Draw something to represent what you would do in that year or what kind of activity you would pursue.

After students have completed their coats of arms, they can talk about them in small groups or if they prefer, volunteers may speak about their coats of arms before the whole group. These may also be displayed, if the group so wishes.

III. RESEARCH - Research may be done by the students on the following topics and shared with the group in a creative way:

- Old customs, rituals, beliefs regarding death in various cultures such as the American Indian, the Greeks, Romans, Egyptians, Hebrews, Norse, Paleolithic or Old Stone Age period.
- Death and/or funerals American style - how handled now, emotionally, physically.
- Legal implications of death, laws, regulations, what happens to the survivors.

V. RESOURCE PERSONS - funeral director, doctor, nurse, minister

VI. FIELD TRIP - funeral home

VII. RECOMMENDED READING

Blinn, William, Brian's Song, New York: Bantam, 1972.

Kubler-Ross, Elizabeth, On Death and Dying, New York: MacMillan, 1969.

Lund, Doris, Eric, New York: Dell, 1974.

VIII. CRITIQUING - This may be done at the conclusion of each of the foregoing activities with kinds of questions left to the discretion of the teacher.

by Inez Pellerin

TO ENCOURAGE: Original Thinking and Risk Taking

THROUGH: Social Studies

USING: Strategies #5: Provocative Questions
#10: Tolerance for Ambiguity
#11: Intuitive Expression

GENERAL INFORMATION: General knowledge obtained from newpapers, T.V. magazines, interviews, etc.

#5 - Have students make up three questions about conventions - then pair off and discuss information with a partner. Group will then come together and share one question that the group could discuss.

#10 - Tolerance for Ambiguity - make up a new symbol for one of the parties and devise an acronym for the symbol - share after creatively displaying the symbols.

#11 - Intuitive Expression - Have a simulated situation in which the convention is relived. Let candidate be selected, give acceptance speech, and announce V.P. candidate - a platform committee (entire class) could be set up to write the party platform.

Follow through with questions about Evaluation using Guilford's model.

CREATIVE WRITING

by Mary Alice Chandler

Good, clear writing is hard work - everyone knows that. The transition from summer vacations to school routines is difficult - most everyone agrees. The purpose of this micro-course is to try to make writings fun by taking stock of ourselves as we slide from vacation people and activities into school-work people and activities.

BACKGROUND: Activities encountered during the summer, those recalled from previous school years.

I. BRAINTEASER - "Things We Did This Summer"

Have a student who volunteers explain a "Word Find" - Search for hidden words by looking across, down, diagonally, forwards, or backwards.

Tell the students that alphabetical clues have been written on the word list. Ask if they feel this will be helpful or not and why - (way of organizing, easily checked, do). Tell students they will have a few minutes to solve the brain teaser. After fifteen minutes, check for progress - if the majority are about finished, stop the work. Answer any questions. Tell students these can be finished in free time and remind them that unfinished work in folders may be seen by visitors.

II. BRAINSTORM - "My Summer Vacation"

A. (Brainstorming, taught as a skill increases the level of creative thinking which the technique helps to provide. Post these rules on a large poster for all to see:

OUR RULES FOR BRAINSTORMING

(Simplified)

1. Quantity is needed.
2. The wilder the better.
3. Combination and refinement or improvement is desired.
4. Evaluation of ideas will come later.

(Detailed)

1. No negative evaluation during the brainstorming period. (Every idea is accepted at face value.)

2. Work for quantity. (The longer the list of items the better.) Later there will be time to sort out and eliminate, bus during the brainstorming period, work for quantity, not quality.

Cont. - Creative Writing
Micro-course

3. Zany, far-out ideas are encouraged. (There are no "wrong" ideas, and furthermore, the more unusual the better.)

4. Springboard or piggy-back from idea to idea. (Let one idea trigger another.)

5. Record each idea. (Note down a key word or phrase which will remind you about each idea. Then after brainstorming, all ideas can be rewarded.)

6. Set up and keep a strict time limit. (Realizing the brainstorming period is limited helps to keep a high level of personal energy throughout the activity.)

B. Start with a zany topic - "How could we have gone on our vacation". . . . . hopped, helicopter, canoe . . . .

Do this for about two minutes. Check to see that students have the idea. Then tell students that we will brainstorm to find out what kinds of activities they engaged in, feelings they had, moods they were in during their summer vacation. Stress that all things, big and/or little, unusual and/or ordinary, exciting and/or boring are needed. Brainstorm for 3 or 4 minutes, one student recording on chalkboard. (LEAVE LIST ON BOARD FOR ACTIVITY VII)

III. CRITIQUE - Call attention to rules for all discussions. (Memphis lets students develop this slowly, but I posted those listed below, explained or let children determine that these were different from the way we usually held discussions in regular class, but we would try to use these in SPARK and hopefully, would make changes as the year progressed - Worked beautifully for me - bad habits were not practiced from the beginning.

RULES FOR OUR DISCUSSIONS

1. Talk when the traffic is clear (no need to raise your hand)
2. Talk briefly (other members need a chance, too)
3. Stick to the subject
4. No side conversations (you're part of the whole group)
5. Listen to others carefully (you want them to listen to you)
6. Be sympathetic and understanding (everyone has a right to his own opinion)
7. No cross examination allowed (we are not here to argue)
8. Look for a solution (try to make a decision as a group)

O R

Explore ideas and try to find meanings not existing before.

Cont. - Creative Writing
Micro Course

Now to Critique . . .

1. How would you describe this activity?
   (brainstorming) fun . . . way of gathering information . . .
2. Tell some differences in using brainstorming to get ideas and other methods you have used.
3. Was there ever a time when you felt uncomfortable, unsure? If so, when?
4. What person do you feel contributed the most exciting idea? Why?
5. Why do you think brainstorming is used in SPARK class?

IV. BOUNDRY BREAKER - "Shoes"

Class sits in a circle, each member takes off his left shoe but not his sock and throws shoe into the middle of the circle. Ask for one or two volunteers to organize the shoes into one line, according to some principle of classification (size; color; basic; fundamental first; mod; ornamental last; etc. While volunteers are organizing the shoes, other members of the class should give verbal advice.

When shoes are arranged, then students are all asked to reflect upon their own shoes. . .

1. How do you feel about your shoe's position in relation to the total line?
2. How do you feel in relation to its two neighbors?
3. Where might your shoe like to be if it had its free choice?

V. CREATIVE ACTIVITY

Materials - Construction Paper
Colored pens
Scissors

Place your sock foot on the construction paper and trace around your foot. Cut out the pattern you traced.

. . . When I clap ONCE, close your eyes.
. . . When I clap TWICE, open them and do what I tell you. (Clap)

Pretend that you are your shoe and it's summer vacation time. What are you doing? Where are you going? What bad things are happening to you? What good things? How do you feel? etc.

You have become your shoe? (CLAP, CLAP) On your pattern, write a brief paragraph describing yourself, the shoe, during summer vacation.

Volunteers share stories - - - Display around a door, window frame, etc.

VI. VALUE CLARIFICATION - COLLAGE

Materials - Manila Folder
Magazines
Scissors
Glue

Think about yourself - your outside self and your inside self. Think about the two you's - we share our outside self with others - our inside self is personal - things we keep for our very own. What are your hobbies, your favorite: games, food, people, places, things, etc.; what can others do to make you happy; what do you worry or think about; what are your goals in life . . . .

Find pictures in the magazines to represent the two you's. Paste the outside things on the outside of your folder, personal things on the inside. You may not complete your folder now. You may want to add or delete pictures throughout the year.

VII. CREATIVE WRITING - Haiku

Materials -*Brainstorming list
"My Summer Vacation"

*Construction paper

*Colored pens

Have students count the syllables for each item on the list.

Directions:

1. Choose a five-syllable item from the list. You may combine items such as a two-syllable and three-syllable item.

2. Leave space for a title (skip line after title) and write your five-syllable item as your first line.

3. Search for a seven-syllable item. Write it for Line 2.

4. Finally, find or devise a second five-syllable item and write it for line three.

5. Give your writing a title. Volunteers share - May display in room - Later can be used as a starter for

MY OWN POETRY BOOK.

VIII. DISCUSSION - You have written a special form of poetry. Do you know what it is called? What is the pattern followed in writing Haiku? (line 1, 5, syllable; line 3,5 syllable).

What else do you know about this kind of poetry? Are there things you don't know but would like to know?

Cont. - Creative Writing

Record questions, or origin, great writers, etc. (p. 27 of handout - CREATIVE WRITING). How could we find these answers? (Hopefully, some library research will follow.) This may be done by one or all students.

IX. RESEARCH - Alert librarian to topics you are studying in SPARK. She is a vital component of SPARK. We used the "Specialty Report" as our guide for research. Children didn't always adhere to all steps, per se, but we felt it was a valuable item.

X. CREATIVE WRITING - Materials - Paper
Pens

Pages for An Autobiography - I had my SPARKS write their autobiography soon after we began class - I wasn't too satisfied with most results, so I am going to try it from a topical approach. The short series of paragraphs can be collected into a telling autobiographical booklet. This will be extended project - add to it as time permits.

Close your eyes - think of the dresser in your room - What does it look like? What does it do for you? Do you use your dresser more during school time or summer time? Pretend your dresser can talk.

Now open your eyes and write a few sentences that tell "What my dresser top says about me." Illustrate.

Other ideas - my favorite relative, my longest journey, a skill I am proud to have acquired . . .

Once students get ideas they can brainstorm for own topics and each autobiography will be constructed along individual lines.

XI. NAME ACRONYM - Introduce Thesaurus

If children have not already discovered the Thesaurus.

Materials - Thesaurus, dictionary
Colored paper
pens

Write (print name either vertically or horizontally on paper. Think of a word beginning with letter that describes you - a quality, trait, hobby, etc. Illustrate.

MELODIOUS
AMBITIOUS
REALISTIC
YACKER

Invite children to share with you - make a caption and post in room.

XII. EVALUATION

SILENT FILMS

by Jean Johnson

Objectives:

1. The students will develop an interest and appreciation for the planning and making of a silent film.
2. The students will develop an awareness of the over-dramatic actions and techniques used in making a movie without sound.
3. The students will have fun writing and filming a silent film.
4. The unit will stimulate an interest and knowledge of the use of a movie camera, projector, editor and splicer.

Procedure:

1. Check out old silent films from the public library, such as Lon Chaney, Buster Keaton, Charlie Chaplin, etc.
2. After watching the films discuss and compare the problems which might exist in telling a story without sound.
3. Compare different techniques used.
4. Have students brainstorm ideas for a silent film.
5. The students should decide on a basic plot for a silent movie - - horror, comedy.
6. The class will select two or three students to write the basic story for a movie.
7. After the basic story is written, the students will contribute their ideas and suggestions for changes.
8. Costumes, props needed and location of scenes will be decided.
9. The teacher will explain the use of the movie camera and importance for lighting, positions, actions and planning for best results.
10. One scene will be filmed per class meeting with several practice sessions to determine the best angle for filming to get the effect wanted.
11. After all filming is completed, the students will view the movie and decide if any posters should be made in order to make the movie more enjoyable and explain when necessary.
12. The students will make posters and film them.
13. A demonstration of film splicing by the teacher or a resource person should come next.
14. The film should be spliced in order to obtain the best sequence and effect wanted.
15. Students should become familiar with all equipment used.

16. Critique the unit.

Materials:

1. movie camera and film
2. projector
3. film editor and splicer
4. costumes and props
5. old silent films from public library

SAY IT AGAIN, PLEASE . . .

An editor friend of ours tells of the time a group of her newspaper friends decided to rewrite some well-known sayings. We give you here the results of their work. Though their language may be a bit unfamiliar, the proverbs they rewrote are all quite well known. How many of the old sayings presented below do you recognize?

1. Compoundsof hydrogen and oxygen in the proportion of 2 to 1 that are without visible movement invariably tend to flow with profundity.
2. Do not utter loud or passionate vocal expressions because of the accidental overturning of a receptacle containing a whitish, opaque, nutritive fluid.
3. A body of persons abiding in a domicile of silica combined with metallic oxide should not carelessly project small geological specimens..
4. Where there is sufficient positive volition, a successful conclusion may usually be expected.
5. A super fluity of culinary experts has a tendency to disarrange the preparation of the beef extract.
6. Never calculate the possible number of juvenile poultry until the usual period of incubation has been accomplished.
7. Each mass of vapory collection suspended in the firmament has an interior decoration of metallic hue.
8. Deviation from the ordinary or common routine of existence is that which gives zest to man's cycle of existence.
9. A short vocal utterance directed toward the individual possessing a high degree of knowledge meets adequately all the needs of the occasion..
10. The flying phenomena of the ethereal kingdom, of a kindred kind, come into association gregariously.
11. He who locks himself into the arms of morpheus promptly at eventide and starts the day before it if officially announced by the rising sun, excels in physical fitness, increases his economic assets, and cerebrates with remarkable efficiency.
12. A vessel under optical supervision never reaches a temperature of 212°.

KNOWING YOURSELF

by Inez Pellerin

BRAIN TEASER

Different people in society are assigned to the students. Students will give clues, either verbally or otherwise and the group will try to decide who we are talking about.

INFORMAL DISCUSSION

- If you could go anywhere you wanted to, where would it be?
- If you could do anything you wanted to do, what would you do?
- Why is it important to know yourself?
- When do we begin setting our goals?
- What are some factors that affect the goals that we choose?
- Do you feel that you ever really know yourself?
- When do we know ourselves the best?

EVALUATION

- What was the purpose of this discussion?
- Did everyone participate?
- Did we break any of our rules for good discussions?

* * *

IN AN EFFORT to learn more about oneself, we obviously have to think about "who we are, what we like, what we don't like, how we relate to others, what makes us happy, and what makes us sad."

(Give a ditto with the following statements to be completed by the student).

1. I am . . .
2. I wish . . .
3. I like . . .
4. I dislike . . .
5. I am happy when . . .
6. I am sad when . . .
7. I am lonely when . . .
8. I believe . . .
9. I like to be with . . .
10. I love my parents because . . .

- Why were these questions asked?
- Which one was the most difficult to complete?
- In answering these questions, which thought surprised you the most? Why?

* * *

Cont. Knowing Yourself

Many times we hear someone say "you OUGHT to do this," or "you OUGHT to do that." By people saying this, we learn what they expect of us. Sometimes we may have a conflict between the OUGHTS. We may agree with one but still another puzzles us - - maybe we completely disagree with that someone is telling us "we OUGHT to do." The purpose of this activity is to:

a. see what kinds of selves others want you to become
b. see who the important people are in your life by locating the sources of the OUGHTS you listen to
c. think about how much success you have in satisfying the expectations of others

EXCERCISE

1. Make a list of the OUGHTS you listen to.

2. Identify which of the following five classes each OUGHT belongs in.

   OUGHT One: You OUGHT to be something or somebody.
   OUGHT Two: You OUGHT to think something.
   OUGHT Three: You OUGHT to feel some way.
   OUGHT Four: You OUGHT to say something.
   OUGHT Five: You OUGHT to do something.

3. Identify the source (person or group) from who you most often hear each OUGHT.

4. Write one of the following words beside each source to describe how much success you have in satisfying what others expect of you:

   never, sometimes, usually, often, always.

   (an example of this found on Page 13 of ADVENTURE IN THE LOOKING GLASS)

   After you complete this, share your OUGHTS with a friend:

   Notice the difference and similarities between the OUGHTS. This will help you see how you are different from others and how you are alike in many ways.

GROUP DISCUSSION

1. Which OUGHTS do you have listed that are useful for you today?

2. Which OUGHTS are old-fashion but still useful for you today?

3. What OUGHTS might result in conflict between them?

Example: being kind and honest are both desirable values, but it is possible to be both? How do you choose which to be?

4. What does it mean for you to have OUGHTS that are different from those of others?

5. What do you know about yourself that you didn't know before?

CREATIVE DIVERGENT THINKING ACTIVITY

1. Think about your OUGHTS.

2. Select two OUGHTS that are most important to you.

3. Write a paragraph about each one that includes:

   a. a statement of the OUGHT
   b. its major source
   c. an explanation of why this OUGHT is useful and important to you
   d. an explanation of the degree to which you are willing to work toward it.

Share your paragraphs in class.

* * *

CREATIVE DIVERGENT THINKING

Construct a beatle bug or some other type of bug out of construction or poster paper. On this bug write the things that bug me about myself; also, the things that bug me most about other people.

* * *

FILMS AND DISCUSSION OF FILMS

Value Activity: List 20 things you like to do. (follow the instructions that are listed in VALUES CLARIFICATION)

Values: Hand out a ditto sheet on the PIE OF LIFE which requires that the student look at his life and evaluate the amount of time spend on various activities.

Another ditto sheet will be given out entitled HOW AND WHY. This requires the student to evaluate why he does the things he does.

Cont. - Knowing Yourself

Evaluation will then take place.

Guest Speaker - NOLAN MOORE - two or three days involving games and discussions.

- give activity HAVE YOU GROWN UP (p. 96) of GRAB-A-PENCIL #3 (some are inappropriate)

List on a sheet of paper and then discuss briefly the five things that you would like to change about yourself.

Write a paper entitled THE PERSONS THAT I WOULD BE FOR 24 HOURS IF I COULD BE ANYONE IN THE WORLD.

Try to give reasons for this decision and tell what you would do in this persons position.

Students who want to will share their work and a discussion will follow.

EVALUATION - Entire Unit

1. Do you feel that you know yourself a little better now?

2. Why is it important to know yourself etc. . . .

WHAT'S IN A NAME?

by Mary Alice Chandler

Objectives:

To investigate the meanings and origins of names, their interpretation, classification, the gradual growth of nicknames and slogans

To study the original meanings of names which help us realize that words do carry a message and that the message can change

To provide encounters with one of the most basic aspects of language - its connotative richness

Materials:

Film - "Why Man Creates" - (Calcasieu Parish Public Library)
Research books, magazine and newspaper articles pertaining to names
Art supplies
Bulletin board - quotes, creatively illustrated, dipicting man as a reputation

"What's In a Name"? That which we call a rose by any other name would smell as sweet."

- Shakespeare -

"Good name in man or woman, dear my Lord, Is the immediate jewel of their souls; who steals my purse steals trash; 'Tis something nothing; 'Twas mine, 'Tis his, and has been slave to thousands; but he that filches from me my good name robs me of that which not enriches him and makes me poorer indeed."

- Shakespeare in "Othello" -

"A good name is a thread tied about the finger to make us mindful of the errand we came into the world to do for our Master."

- Bardsley, an onomastic authority -

"Let us speak plain: There is more force in names than men dream of."

- John Russell Lowell, "A Glance Behind the Curtain" -

I. INTRODUCTION

A. Bulletin Board - Through discussion of quotes, elicit the idea that in most languages of the Western World, "name" is synonymous with reputation. When one makes a reputation for himself, it is said that he has made a name for himself.

B. Film - Thrust of the film suggests that man creates in order to say "Here I am!" Creativity is portrayed as giving existence to us, just as we want our names to somehow confirm our existence. In an ironic sequence of the film, its creator suggests that numbers may soon replace our names as the symbol of our identities, providing a springboard for discussion of the role our names play in our lives. It also helps students to realize the attachment they have to the word symbol which identifies them.

II. WHAT IS YOUR NAME?

In America, this question means one's full name. In Great Britain, one testifying in court is asked, "What are your names?" In France, the query, "What is your little name? means "What is your first name?" In several languages, the question is, "How are you called?"

A. Research the meaning of: Christian name, surname, middle names. Share your findings.

B. Provide copies of the following for study:

NAME(S)	COME FROM	MEANS
Albert-Alberta	Germanic word	"nobly bright"
Charles-Charlotte	Germanic word	"stong"
Francis-Frances	Germanic word	"free"
Louis-Louise	Germanic word	"famous warrior"
Paul-Paula	Latin word	"small"
Philip-Philippa	Greek word	"lover of horses"
Robert-Roberta	German word	"bright in fame"
William-Wilhelmina	Germanic word	"protection"

NAME	MEANING	NAME	MEANING
Adam	the first man	Anne, Nancy	grace
Arthur	high; noble	Alice	truth
Christopher	bearing Christ	Barbara	foreigner
George	earth; land	Dorothy	asked for God
Ignatius	ardent, fiery	Elizabeth	consecrated to God
John	gift of God	Eve	life or living
Peter	a rock	Florence	flower
Richard	rich, powerful	Irene	peace
Samuel	gift of God	Lucy	light
Stephen	a crown	Margaret	a pearl
Thomas	a twin	Mary	star of the sea
		Ruth	friendship
		Stella	a star

C. Through discussion, help students realize that men's thinking created these meanings. Examples:

1. Why do you think Adam means the first man?
2. What is an igneous rock? What do you think igneous and Ignatius have in common? Which do you think existed first?
3. Who were called barbarians? What relationship might this have to the name Barbara?
4. What does flora mean? What relationship do you think the Latin word flos has to the name Florence?
5. In Latin to discuss a stella was to talk about a star. Which do you think existed first, star as a thing or as a person?
6. How would a movie star like Stella Stevens be playing with her name?
7. In conclusion, discuss whether they think things or names came first. Why did words originate? Did words evolve because of a quality or the person identified?

D. Students will research their names in various languages and try to master pronunciations.

1. Select the name pronunciation which they feel most reflects their personalities and explain why.
2. Illustrate one or both of his names artistically for a creative project. Example: Martha Brand means ruler of a house in a forest.
3. Interview parents about the history of each student's naming.
4. Have students rename themselves and explain why they really "are" the new name or make up a story which explains the birth of a new name.

III. ACCORDING TO WRITTEN STATISTICS, ALMOST ALL NAMES MAY BE CLASSIFIED IN ONE OF FOUR GROUPS.

A. Study the chart to find a survey in the United States revealed.

	Derivation	Classification	Proportions per Class
1.	Father's name or other relationship	Patronymics	32.23%
2.	Occupation or office	Occupational names	15.16%
3.	Description or action	Nicknames	9.48%
4.	Village names or landscape features	Place names	43.13%

B. Make a survey of all SPARK students in this center. Draw up an 'official SPARK survey' sheet. Make a frequency study. Relate to the study by commenting on differences, similarities, etc.

IV. NAMES OR NUMBERS

Today several sources suggest that the meaning of names may soon be challenged. West Germany is already considering using numbers to identify its citizens. "Should each of us be given just a number?" was overwhelmingly favorable among American business men.

A. Recall the film viewed earlier and discuss articles concerned with the numbering of citizens in TIME, July 12, 1971 and in NATION'S BUSINESS, October, 1971.

1. Divide a sheet of paper into blocks - three columns and five rows. Label columns: OPINIONS, CRITICISMS, DEFENSES
2. Opinions: Think of and write the most negative opinion you could have about "Names or Numbers", in the first row; in the last row, phrase the most positive opinion you could have about it. Then write three different opinions about this issue which would appear on the value continuum between your absolute "yes" and "no" answers.
3. In column two, write two Criticisms about each of your opinions.
4. In column three, write two Defenses of each criticism.

V. NAMES OF PLACES

Research to find out that places got their names very much as people did.

- Find out what: chester, burg, tion, mont, ville, ford, haven, land, port, hill, etc., hitched to a town mean.
- Name some places with descriptive names. Use map of U. S. to locate a city that could be illustrated humorously. Outline the state, locate the city with dot and drawing, as Many (people), La., Corkscrew, Fla., Twist, Ark., Toast, N.C.

VI. NICKNAMES

Using nicknames of cities and states, have the class choose a favorite T.V. Games Show and pattern their own game after it.

OR

Make a documentary program for use on the classroom-made television. Draw illustrations on long strip of butcher paper, attach ends to rollers. Tape comments.

OR

Make a bingo game to be played in class.

V. NAMES IN ADVERTISING

Advertisers have spent more than one billion dollars using the selling power of words in an ever-expanding list of phrases. Owners of business places often choose original, unique names for their shops or stores.

A. Keep your eyes and ears open for a week and see how many unusual words and phrases you can list from advertising. As a class, think of a way to classify them, as: scientific, secret ingredients, soft sounds, explosive consonants, etc. What reasons can you see for short, punchy names?

B. What would these Lake Charles shops' specialties be? Brainstorm for ideas.

1. The Bug Barn
2. J & J Speed Shop
3. The Shag
4. The Depot
5. The Bottle Shop
6. The Kangaroo Pouch
7. Originals by Mr. B
8. Beetle Shop
9. Browz-A-Bit
10. Snooper's Paradise

C. For a creative activity, think of a name for you own speciality shop. Illustrate a sign for your ship or prepare an ad for the newspaper or devise a T.V. commercial using spoken words and props.

VIII. GROUP DISCUSSION USING BLOOM'S TAXONOMY

A. Knowledge

1. Did you know that practically every combination of letters is a name of someone? Treasury of Name Lore, p. 205.
2. Describe why numbers are not and will not be adequate substitutes for family names.

B. Comprehension

1. Describe how you would feel about changing the name of your city.
2. Tell in your own words why you feel good advertisement is necessary.

C. Application

1. Why would a person need to change his name?

D. Analysis

1. What are some consequences of two people having the exact name?
2. Give some specific examples of names that are derived from places.

E. Synthesis

1. What would you day be like if you were to assume the name of Gerald Ford?

F. Evaluation

1. Why do you feel it is acceptable for women to use the title Ms.?
2. Why do you feel "sissy" names for boys are much worse than masculine names for girls?

IX. BRAINTEASERS

A. Cryptogram

The following is a coded message and each is the name of someone in this class. An example could be LHR BGZMCKDQ means Miss Chandler.

OZBGDK
INEX
CZUHC
CDANQZG
JDMMDSG

QNFDQ
JZSGX
QNAHM
CDHQCQD
LHBGDKKD

B. Jumbles

The letters in the names of these American cities are tossed and wrenched out of their proper positions. Can you reconstruct the original word out of the jumble?

MMIIA
OOSHNUT
GRABHIMMIN
DOLLYWHOL
CHOATSWINN

MDLAREBIT
LOVELISULI
OCCHIGA
SOBNOT
LARKLESCHARE

C. Name Game

Read the names below. Create some silly imaginary names of your own which form silly phrases.

Gilda Lily
Nina Hearts
Sally
Titus A. Drum
Clare Voyant

Jim Dandy
S. Lois Molasses
Rachel Prejudice
Sybil Rights
Justin Time

Bea Ware
Iris Robbed
Hank O'Hare
Eliza Lott
Warren Peace

D. Occupational Surnames - Word Find

Think of a surname for a person having these occupations. Example: plumber - Mr. Pipes, Mr. Plumb, Mr. Wrench

1. teacher
2. lawyer
3. truck driver
4. printer
5. jeweler
6. mechanic
7. painter
8. doctor
9. sales person
10. bartender

E. What's In a Name

Crossword - Solve It If You Can! Scholastic Book Services, pp. 48-49.

F. Quizzie - WHAT DO YOU KNOW - WHO DO YOU KNOW?

Some names instantly bring some one thing to mind or convey very definite meanings or attributes. Below are a gallery of acquired name meanings for you to ponder and identify. Each correct answer counts two points. What kind of ONOMATOLOGIST are you? (mix right column)

Superior __________ Excellent __________ Good __________ Fair__________

1. Solomon	great wisdom
2. Jonah	bad luck
3. Methuselah	old age
4. Hercules	great strength
5. Pandora	nosiness; curiosity
6. Romeo	a young lover
7. Scrooge	a tight fisted, miserly old man
8. Dr. Kekyll, Mr Hyde	a respected and admirable person is discovered to have committed atrocious deeds
9. Simon Legree	any heartless taskmaster or overseer who drives others beyond their capacity
10. Rockfeller	wealth
11. Longfellow	poetical genius
12. Barrymore	brilliant acting
13. Webster	authoritative meaning
14. Lincoln	typifies integrity
15. Emily Post	eitquette
16. Benedict Arnold	a traitor
17. Socrates	wisdom
18. Houdini	magic
19. Beau Brummel	men's fashions
20. Blackstone	law
21. Barnun	fine showmanship
22. Al Capone	gangster
23. Grandma Moses	painter of primitives
24. Jean Lafitte	pirate
25. Einstein	brilliant mind
26. Tom, Dick, & Harry	a group of ordinary persons
27. Job	patient suffering
28. Samaritan	willingness to help
29. Goliath	hugh size
30. Jezebel	a vicious woman
31. Tom Sawyer	a mischievous prankster

A N I M A L S

MICRO UNIT

by Inez Pellerin

I. GROUP DISCUSSION

1. Do you like animals? What is your favorite animal? Why do you like that type? (If applicable--Most of you named domestic animals. Why?)
2. Why are some people afraid of animals?
3. Do animals usually want to hurt people?
4. Is a dog born mean? What makes a dog become mean?
5. Why do some animals change colors?
6. What would happen if they couldn't change colors?
7. What is migration? If animals had never migrated, would they be able to withstand the cold?
8. Why do we have laws protecting animals? What would happen if there were no such laws? What agency protects animals?
9. What are animals used for other than pleasure?
10. If you could be any animal you wanted to be, which would you choose? Give us clues and we will guess your animals.

II. ANIMALS BRAIN TEASERS: Illustrate if you can (ditto)

1. What pine has the sharpest needles? a porcupine
2. What do you call a sleeping bull? a bulldozer
3. What do animals use to hide from predators? camelflage
4. How do you get a dog to stop barking in the back seat of a car? put him in the front.
5. What do you call a cow that sits on the ground? ground beef
6. Do you know me? (page 9 of Ranger Rick Aug-Sept.)

   My ancestors were among the earliest dwellers of the West. My home is the yellow grassland, but I would also be at home in the desert or mountains. I share the grassland with coyotes and antelope, the lanky jack rabbit and the speckled, darting roderunner. All know me and most of them fear me, though I am neither large or powerful. Indeed, I am shy and seldom seen.

   No one but the tiny burrowing owl watches me now.

Softly, silently, slowly I crawl from my sheltered rock ledge where I spent the day sleeping and watching, watching and waiting, protected from the sun's heat. The twilight moon reveals that I am handsome-graceful and slender, gold and amber, olive and black. Moonlight shines upon my yellow eyes, which never close. My tail, with a ragged, broken tip will tell you that I am old. My skin is scaly, yet smooth. I am beautiful. I am dangerous.

I am a prairie rattler.

7. Can you make up your own animal brain teasers?

III. BRAINSTORM ANIMALS FOR TWO MINUTES (Idea #151 of Classroom Ideas by Williams - Deals with classification. Students do individual research to determine classification of each; then discuss when completed.

IV. EACH PERSON IS to do research on a particular group of animals. The research may be compiled in a booklet. Be creative and make your booklet as interesting as possible. After this project is completed, you should present your findings to the class in an interesting, informative manner. Be thorough in your research. Include such things as life span, birth of young, how many young are usually born, what % usually survives, value to man, food habits, and any other interesting facts. (Allow partial class time each time students report to class. Have brain teasers or one of the activities listed below for each class period to prevent boredom. There are many word finds and crossword puzzles dealing with animals.)

Possible Topics: Can you think of more?

a. Animals of the sea - large and deadly
b. Animals of the sea - sport and food supply
c. Birds
d. Snakes
e. Domestic Animals
f. Farm Animals
g. Animals in Research
h. Extinct Animals
i. Prehistoric Animals
j. Wild Animals
k. Reptiles
l. Animals of Cole Northern Regions

V. CREATIVE ACTIVITY: Who should be the "Bicentennial Animals of the year?" Perhaps you could create such an animal or it may be an animal in existance. Create your own. Make a mobile. Use anything available. Your only restriction is that it must be creative.

VI. OPEN-ENDED story about Hector and Fluff: taken from Ranger Rick Magazine. Field trip to Sabine Refuge - call Mr. Walters, phone 762-5135

VII. CREATIVE ACTIVITY: Tell students about this the class meeting before you plan to do it so they can bring whateven they need. Create your own "egg carton animal," or your "can animal" or your "box animal." May be a mobile or a stationary display. Bring whatever you will need for your display. Clay Display.

VIII. VOCABULARY ACTIVITY: "The Literary Zoo" pp. 44-45 in Grab-A-Pencil #1. This is difficult so students may work in pairs. Let them use any materials to answer the questions. See which group can complete all the questions first. Award a small gag animal-type prize to the winners.

IX. FILM ON ANIMALS

X. FIELD TRIP: Arrange a field trip to a farm. One of my students lives on a farm so this will be easy for me.

XI. LET STUDENTS present their findings and discuss the different animals as research is presented.

XII. EVALUATE THE ENTIRE UNIT:

1. What was the most interesting information learned?
2. What activity did you enjoy the most? the least?
3. Would you like to be the same animal that you wanted to be before we started the unit?
4. What could have been done to make the unit more interesting?
5. Do you feel that the unit was worthwhile? Why or why not?

LOGIC ELIMINATION - - "WHICH WITCH IS WHICH?"

Three witches gathered around a cauldren, concocting a brew. Hectate, Tituba and Frendel, the three witches, each contributed two elements to the mixture:

- scale of a dragon
- bat wool
- tongue of a dog
- eye of a newt
- lizard's leg
- tooth of a wolf

From the following information, determine which elements each of the witches contributed to the brew.

*Hectate and Grendel are sisters and live together in a cave, but Tituba lives beneath a bridge.

*Grendel is allergic to water, and her sister cannot swim.

*Tituba and Hectate are afraid of the dark.

*Hectate raises chickens and is a light sleeper.

*Grendel fears large animals, but spends a lot of time making reptile shoes.

*Tituba is a big fairy tale fan.

LOGIC REASONING

No. 1

by Sylvia Grosze

Brown, Clark, Jones, and Smith are the names of the men who hold, though not necessarily respectively, the positions of accountant, cashier, manager, and president in the First National Bank of Lake Charles.

> Although the cashier beats him consistently, the president will play chess with no one else in the bank.
>
> Both the manager and the cashier are better chess players than the accountant.
>
> Jones and Smith are nextdoor neighbors and frequently play chess together in the evening.
>
> Clark plays a better game of chess than Jones.
>
> The accountant lives near the president but not near any of the others.

What position does each man hold?

LOGIC REASONING

No. 2

Clark, Jones, Morgan, and Smith are four men whose occupation are butcher, druggist, grocer, and policeman, though not necessarily respectively.

> Clark and Jones are neighbors and take turns driving each other to work.
>
> Jones makes more money than Morgan.
>
> Clark beats Smith regularly at bowling.
>
> The butcher always walks to work.
>
> The policeman does not live near the druggist.
>
> The only time the grocer and the policeman ever met was when the policeman arrested the grocer for speeding.
>
> The policeman makes more money than the druggist or the grocer.

What is each man's occupation?

LOGIC REASONING #1 - answers

Brown - The accountant

Clark - the president

Jones - the manager

Smith - the Cashier

LOGIC REASONING #2 - answers

Clark - the druggist

Jones - the grocer

Morgan - the butcher

Smith - the policeman

RESEARCH MICRO COURSE

by Mary Alice Chandler

Introduction:

Research is a careful, systematic, patient study and investigation for facts or truth in some field of knowledge. Involving elementary and middle school SPARK students in discovering and investigating the use of the scientific method can do more than introduce him to the traditional research-looking things up in books and encyclopedias. It may motivate him and perhaps encourage the use of his own intellectual abilities in more challenging and creative ways. It is hoped that through an early introduction of research concepts, SPARK students will use these concepts as tools in the learning and thinking processes early in their school careers, thereby, making learning a more rewarding and exciting experience.

Objectives:

1. To involve SPARK students as active participants in the research process.
2. To familiarize students with the various means of gathering information.
3. To introduce students to the three major kinds of research: historical, descriptive, and experimental.
4. To develop some skills in formulating hypotheses, testing them, and reporting the results.
5. To help students in further development of their self concepts by making them aware of some of their own creative thinking processes and abilities.

LESSON 1

The Research Process

Objectives: To acquaint students with the steps involved in the research process.

Discuss:

1. What is the Research Process?

2. What is research?
   a) gathering ideas
   b) finding out
   c) searching
   d) going beyond reading
   e) looking things up
   f) experimenting

3. Why research?
   a) find out what others have done
   b) find out things you don't know

Activity: "What's in the Box?"

This game is used to lead students to discover that research involves a more or less formal, systematic, intensive process of carrying on the scientific method.

Place an object in a box (I used one from Bargers) and let the students discover what it is. For example, if a flash cube is used, the students could be told that the object is not quite a perfect cube. A package of gum would be rectangle.

At each step, try to relate experiences of the students to research concepts.

a. Students would make wild guesses about the cube thing which might be in the box by asking questions which can be answered only by "yes" or "no".

b. Lead students to experiment by lifting, shaking, smelling, etc.

c. Through experimenting, students with the flash cube in the box would immediately eliminate all objects not making a sound, those that were rather heavy, with special odor, those that were round, etc.

d. Students would make better guesses, continuing to ask questions which can be answered only by "yes" or "no".

e. They would finally guess the correct identity of the object.

f. The answer would be verified by opening the box.

Through a description of the process of synthesis used in arriving at the correct answer, the class can be led to identify the following steps in the research process:

1. Recognizing that you don't know something.
2. Making wild guesses (hypotheses) on the basis of available facts. (object had to fit in box, sound made because of shape, size, weight, odor, etc.)
3. Experimenting, testing, eliminating guesses. (guesses)
4. Making better guesses.
5. Asking questions to test hypotheses
6. Eliminating bad guesses on the basis of additional information.
7. Making better guesses, synthesizing facts obtained.
8. Verifying the final answer.

This activity can be repeated many times using different objects in the box, thereby reinforcing the steps in the research process. A very enjoyable activity!

*The lesson was adapted from an article from Educating the Ablest by John Curtis Gowan and E. Paul Torrance. "What's in the Box?" idea for teaching multiple hypothesis - making and related concepts was received by the authors from Lawrence Conray of the School of Education, University of Michigan.

Intelligent Inferences from "Kids' Stuff" by Imogene Forte, Marjorie Funk, Joy MacKenzie, p.160 may be used before "What's in the Box?" with younger children or to evaluate the skills learned in the "What's in the Box?" game.

1. Show a wrapped package to the class, directing them to make observations about it.
2. Allow them to make investigations (other than actually opening the package) in order to collect evidence about the contents.
3. Ask them to make inferences about what is inside. Open the package and discuss the reasons for their inferences having been correct or incorrect, i.e., lack of evidence, etc. Encourage them to suggest better ways to find evidence for their next try.
4. Repeat this experience by giving other packages to smaller groups and providing more time for their investigation.

Each group may wish to make a list of their evidence and inferences.

* * * *

LESSON 2

Hypothesizing

Objectives:

1. To reinforce the concept of hypothesizing introduced in Lesson 1.
2. To give the student practical experience in hypothesizing.
3. To lead the students in discovering various sources of information.

Present to the class any unusual item that they are unfamiliar with such as a butter mold. (Any attic treasure is great) Divide class into groups of three or four and have them formulate questions which can only be answered by "yes" or "no". Then proceed as with the "What's in the Box" activity.

O R

Give them questions such as those listed below. Direct students to work in groups to formulate as many hypotheses as possible to explain the situation. After a given time, the group with the greatest number of logical answers will receive a number of points. The group with the answer most nearly correct will also receive a number of points.

1. How do alligators know that winter is coming?
2. Why does acupuncture work?
3. How is solar energy different from fossil fuels?
4. How do salmon returning from the sea find their way to the stream of their birth?
5. Why doesn't an igloo melt inside? (Credit to CLUE)

Bring class together as a group again and after discussing the various hypotheses they have formed, have them name as many sources that they could use to get answers.

-Example- #4 question might produce such responses as:

a. Library books or encyclopedias (It's in World Books"s Science Year, 1975)

b. Resource person - zoologist

c. Field trip to Pacific and streams in Washington, Oregon, or Great Lake Regions

d. Magazine article such as Outdoor Life, Field and Stream, Sports Illustrated

e. Films or filmstrips on salmon

Summarize the activity.

Take a poll to see if students have ever used other sources of information other than books and encyclopedias.

* * * *

LESSON 3

Using the Library as a Source of Information

Objective: To acquaint students with the library as a source of information.

*Film or Filmstrip on the use of the library followed by discussion.

AND/OR

Game: Information, Please to review their understandings of the use of the library and use of various sources of information. Results will reveal areas where more study is needed.

Have these sources listed so that students can refer to them when answering questions, or make a ditto with key words and space for answers:

A. Dictionary
B. Encyclopedia
C. ~~The~~ World Almanac
D. The Atlas
E. Readers Guide to Periodical Literature
F. Library Card File: Author card
G. Library Card File: Title card
H. Library Card File: Subject card
I. Index of a Book
J. The Table of Contents of a Book

Questions for Students - Which is the best source of information to find:

1. The meaning of the word "sabotage"-
2. How animals are grouped-
3. What ocean is west of the United States-
4. How many television sets there are in the U.S.-
5. The direction Asia is from Africa-
6. The date of the new moon in September-
7. Pronunciation of the word "telepathy"-
8. The page in the Psychology book on which the chapter "The Human Brain" begins-
9. Where books on space are in the library-
10. The name of the mountain range in Arkansas-
11. Where the highest place in the world is-
12. A book written by . . .
13. The spelling of the present tense of "drunk"-
14. A magazine containing information on "pollution"-
15. The page in the anatomy book on which the chapter on "Our Heart" begins-
16. The language spoken by the people of Persia in 1600-
17. Which books on coins are in the library -
18. Where to find the book Uncle Tom's Cabin-
19. The life of famous inventors-
20. The pages in a book where a certain word or topic appears-

(Use your student interest inventories to add other questions.)

*You'll Find It In The Library - Coronet Films, 1966 (13 minutes, color).

Demonstrates how to find fiction, non-fiction, and special collections on shelves, how to use card catalogue; how to take advantage of Librarian's assistance. Encourage elementary/junior high students to use the library.

* * * *

LESSON 4

Trip to School or Public Library

Objective: To reinforce the concept learned in Lesson 3.

If students have not had formal instruction in using the school library, this should be done.

A trip to the Calcasieu Parish Library can be used to obtain library cards for those who do not have them (parents must sign) and will acquaint the students with many different resources that the library has to offer which can be used in compiling research.

a. Microfilms
b. Reader's Guide to Periodical Literature
c. Vertical files

Contact the library and obtain permission to bring your class. Someone will serve as a guide.

* * * *

LESSON 5

Using Sources of Information

DICTIONARY

Dig in that Dictionary!

Objective: To familiarize students with the use of the dictionary to find the spelling and meaning of specific entries.

1. Reproduce for each student a copy of a word list. (I allow 5 words for each student)

2. Direct students to find 5 of the words in their dictionary, listing for each word the guide words on the page which it it was found.

3. Select 5 words you do not know. Mark an "X" on these words. Find the meaning, try to learn it and make a sentence with it. You may write them.

4. Select 5 words from which you can make a chart (on construction paper) which illustrates the meaning of the word.

5. Circle the words you cannot spell; learn to spell them, and ask someone to test you when you are ready.

6. List 5 words and find rhyming words for them.

7. Choose 5 words for which you can find an antonym. Illustrate one of opposites on construction paper.

Example:

	Guide Words		Guide Words
Media		taper	
Automatic		mantis	
Cranny		obliterate	
Nail		contagious	
Crevasse		rare	

AND/OR

Define It or Fake It!

Objective: To help students locate entries in the dictionary and identify their definitions.

1. Choose three people to form a panel of "definition detectives". Give each a dictionary and arrange for them to sit in front of the group.

2. Write a word on the board which is not known by any students. Choose words which you'd like students to learn.

3. All panel members pretend to check the definition but only one panel member (predetermined by the panel for each turn) actually looks up the word. The other two make up plausible definitions.

4. Each student panel member then reads or gives the definitions, and the remaining class members vote for the "definition" they think is correct.

5. All class members may consult their dictionaries and discuss the real meaning.

6. Repeat procedure with other words and with different panels.

How Are They Alike?

Objective: To use the dictionary to find similarities in the meanings of words.

1. Prepare a list of questions about words with which students should become familiar.

2. Ask students to select a certain number of questions to answer. Set time limit to encourage student to make optimum use of his dictionary skills.

   a. Would you find a pontoon in a desert?

   b. Does a stoker melt easily?

   c. Does euphonious describe a ten-year-old's first violin lesson?

   d. If you abet a crime, are you stopping it?

   e. Where does a cowlick reside?

   f. Is the circus fat lady svelte?

   g. Could a cat sleep on a divan?

   h. Would you carry an umbrella to visit a tycoon?

   i. When your friend gives you an ambiguous explanation, do you know exactly what happened?

   j. Are you a native?

Webster's Worry

Objective: To use with facility the dictionary format for presenting a word, its structure and phonetic qualities and possible meanings.

1. Each student contributes one or more original non-sense words to a dictionary.

   Each entry includes:

   a. original spelling
   b. phonetic respelling of the word, including stress and syllabication
   c. the form class
   d. spelling of words with endings
   e. definitions
   f. illustrations, if possible

Example: flib-ble (flib'l) v. (skittering, skittered)
1. to disperse quickly, spill.
n.skitters); 2. queasy feeling in the stomach.
3. small skateboard with wheels.

un-a-bat-ed (un-a-bat'ed) n. 1. a mousetrap without any cheese; 2. a fishhook without a worm.

2. A committee may alphabetize the entries and prepare the dictionary for 'publication'.

What Questions!

Objective: To provide practice in using a dictionary.

Directions: Answer the following questions

1. What is the 25th definition of the word run?
2. Who was Stradivarius?
3. Antares is the brightest star in what constellation?
4. If you had a lacuna, what would you have?
5. What is an earthnut?
6. Name two marsupials.
7. What are the two pronunciations for the word trematode?
8. If I gave you a nix,, what would you have?

INDEX PUBLICATIONS

Which Index?

Objective: To provide practice in using an index to locate several different kinds of information.

1. Provide several kinds of indexes:

   - -books
   - -magazines
   - -Sears-Pennys catalogs
   - -Reader's Guide to Periodicals
   - -telephone book
   - -index volume to encyclopedia
   - -Sunday paper

2. Provide a list of questions which can be answered by using the indexes.

   a. Tell two places in the World Book where you could find information about Washington, D.C.

   b. Tell the price of Sears' best 10-speed bike.

c. Name three barber shops a lady may go to get her hair cut.

d. Name two movies currently being shown in downtown Lake Charles.

e. Name two recent winning teams in football.

f. Name a magazine article on the subject of pollution.

g. Tell what pages you can find information about radio waves.

h. List 3 restaurants where pizza is served.

i. Where could you go to learn to fly an airplane?

j. How many people are listed whose last name is Peoples?

* * * *

Lesson 6

Fiction Books

Objective: To provide practice in independent library work

Choose three fiction books from the library.

For each book, do the following:

1. Read the first three pages.
2. Copy the first sentence of the story on to your paper. Use quotation marks. List the page number.
3. Copy on to your paper the names of all characters listed on the first 3 pages.
   a. List the page on which the name first appears.
4. Use the card catalog to find the title card for each of the three books.
5. Make an exact copy of each title card.

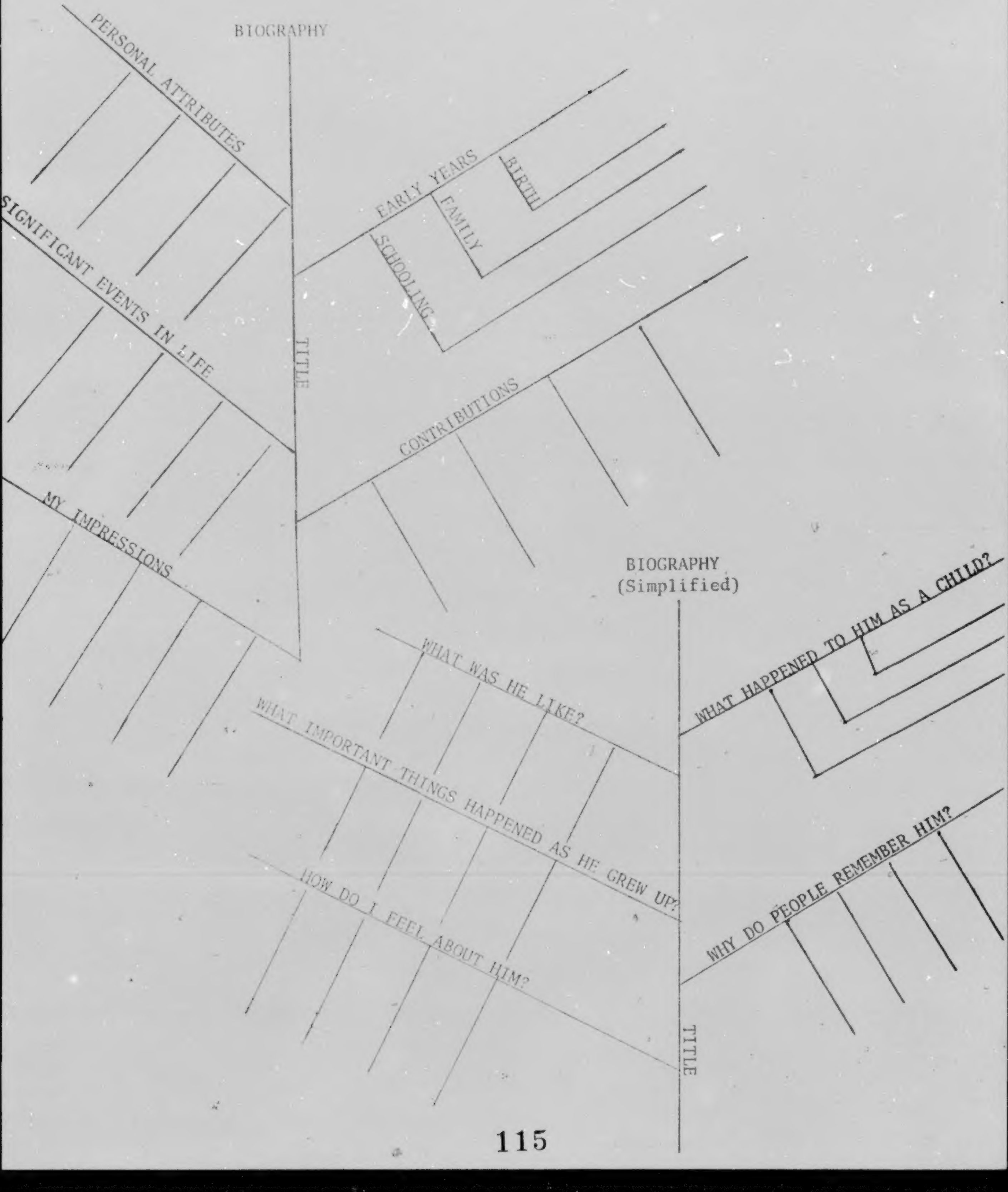
Biographies

Choose three biographies from the library. For each book do the following:

1. Name the person who is being written about.
2. Skim enough of the book to be able to list 3 facts about the major person.

3. Look up each biography in the card catalog and draw an exact duplicate of the card.

Choose one biography to read. When finished you will be asked to make an outline of the main idea by completing the 'happiness tree'.


BIOGRAPHY
PERSONAL ATTRIBUTES
SIGNIFICANT EVENTS IN LIFE
MY IMPRESSIONS
EARLY YEARS
BIRTH
FAMILY
SCHOOLING
CONTRIBUTIONS
TITLE
BIOGRAPHY
(Simplified)
WHAT WAS HE LIKE?
WHAT IMPORTANT THINGS HAPPENED AS HE GREW UP?
HOW DO I FEEL ABOUT HIM?
WHAT HAPPENED TO HIM AS A CHILD?
WHY DO PEOPLE REMEMBER HIM?
TITLE

FLOWERS

BASIC ENCOUNTER

by Inez Pellerin

OBJECTIVES:

To develop original and elaborative thinking in the Cognitive Domain and to encourage curiosity, risk taking, complexity, and imagination in the Affective Domain

PROCEDURE:

Ask students to stand up, close their eyes and try to visualize themselves in the situations that I will describe. Try to show response to the questions through stature, expressions, etc. By having the children close their eyes, they are more apt to fully participate and share their feelings and thoughts.

QUESTIONS:

1. Springtime is almost here and you are becoming a flower. You are a small flower now. What kind of flower are you?
2. Where are you?
3. Where would you be if you could be anywhere you wanted to be?
4. You are starting to grow. You really are changing aren't you? Do you like the way you look? Why or why not?
5. Here comes a little girl. She is going to pick a flower for her mother. Do you think she will pick you? Oh, she passed you by. How do you feel?
6. Here she comes again. She looks at you, studies your stem, and guess what: She decided to pick you. How do you feel now?
7. Do you feel that you life has been fulfilled? Why or why not?

EVALUATION:

Most of you felt rejected when you were not picked by the little girl and you felt great when she did pick you. Can you relate this to an experience that you have had or that a friend has had in real life. Would you share this experience with us?

What was the purpose of this activity?

Did you learn anything about anyone else that you did not know?

BASIC ECONOMICS

by Brenda Bachrack

I. BASIC ECONOMICS

Vocabulary:
- Barter
- Medium of Exchange
- Money
- Direct Exchange
- Indirect Exchange

Activities:

1) A Trader's Market - each student brings something (two or three smallitems to class. Records are kept of various exchanges; discussion should bring about natural need for money supply.

Film: Money - McNeese - MONEY AND ITS USES

2) Role Playing Situation - marooned on a desert island

   a. Creative decision making: one job per person

   b. Problem solving: 1. Priorities - basics (food, clothing, shelter, health, protection)

   c. Value clarification: Determine price or exact value of services

3) Follow up - Discussion Evaluation -

   Life styles - how they would manage without currency.

II. BASIC ECONOMICS - How money works?

Rupelstiltskin - Learning Magazine - August/September, 1974
- Money Flow -
"Money Go Round" - Small groups - trace coin; make up a story; illustrate all the possible places from mint to pocket.

Vocabulary:
- Consumers
- Producers
- Wages and Salaries
- Purchasing Power
- Demand
- Trade and Exchange

Activities: Small Groups

1) Assign a common product: List as many steps in the process of production from raw materials to consumer.

2) Identify money (medium of exchange) of other lands - (illustrate)

3) Research - List of things used as money through the ages - (illustrate)

4) Individual - use of one dollar - How?

*Consume immediately?
*Use some?
*Save some?
*Resell?

5) Establish a Business - i.e. ice cream, (homemade)

a. manufacture
b. tools - equipment
c. advertising & packaging
d. investment
e. enlarging
f. profit (small groups)
g. all expenses
h. sales
i. taxes
j. personnel

III. BASIC ECONOMICS

Gyps and Frauds - Filmstrip

Further Suggestions - Banking system and checking accounts
- Business Organizations & Occupations
- Products & Services
- Stocks & Bonds
- Advertising
- Free Enterprise
- Taxes - Government Economics
- International Trade
- Family Economics
- Insurance

PHOTOGRAPHY MINICOURSE

by Jackie Farrar

OBJECTIVES: To provide an interesting activity for boys and girls of all ages.
To introduce students to a useful hobby and profession.
To give educational guidance and help members develop skills in taking and using pictures.
To help students gain an appreciation of photography as an art, as a science, and as a communication tool..
To provide experience in recording events, ideas, and situations in picture form for study or reference.

I. GIVE A BRIEF introduction to photography. Show different types of cameras that students own, as simple, adjustable, reflex, 35mm, etc. Have members with adjustable cameras set them at f/16 and 1/60 second for all of this unit. Show parts of the simplest camera and explain functions. (Lens, shutter, viewfinder, winding knob, locking device that keeps camera closed, film spool, film plane.)

Show film, as well as where film instructions are given, and how to load and close camera. Unroll a roll of film and show the protective backing paper, how the film is fastened to it, the emulsion (dull) side, and the base (shiny) side.

Demonstrate how to hold and handle both eye-level and waist-level cameras. Stress holding camera steady and squeezing shutter release. Demonstrate mirror test for holding camera steady. Have students practice.

Use roll of demonstration film to show date and film size on box, protective wrapping seal. Demonstrate loading and unloading and film advancement. Have each student load his own camera.

II. REVIEW HOLDING OF camera while taking pictues. Stress elbows against body, feet 18 inches apart, camera braced aginst body, holding breath while shutter is squeezed, not pushed.

Show photographs of different subjects that have good and poor composition. Discuss background, landscapes, framing, coverging lines of buildings, distance from various subjects, action shots, animals, etc. (and lighting).

Discuss type of pictures that students want to take at first, and plan a trip to a park, college campus, farm, etc. where pictures can be made.

Demonstrate how a pinhole camera can be made and used and have students bring materials to make one or make one at home if they so desire.

III. TAKE A TRIP to desired place for picture making. Pose animals and people and let members take pictures of them from different angles. Help them compose landscape shots. Show how to pose a person in natural light so that shadows on his face will not be too dark. Show suitable backgrounds for people. Show how to pose people so that they are doing something and not just staring into the camera. Take shots of each kind so they can compare the results.

Have students send pictures off to be developed so that they may be evaluated at the next class meeting.

IV. HAVE STUDENTS DIVIDE their pictures into different groups . . . landscapes, people, animals, action, etc. Let students take turns evaluating their own pictures taking each group separately. Let them decide which they think are best and why; and also which could use improvement and why.

Show other pictures that show mistakes that theirs did not and point out causes for these mistakes . . .

- -Foggy edges or irregular white streaks and areas in picture.
- -Part of the picture obscured or blacked out . . .
- -Foreground blurred, background clear, and just the opposite . . .
- -Part of subject blurred.
- -Foggy or misty subject, as though taken on a foggy day . . .
- -Part of the subject cut off . . .
- -Fuzzy or blurred in all areas . . .

Show how to handle negatives and why; and how to file them in envelopes. Have students begin a negative file.

Demonstrate how to mount pictures and label them to correspond with the negatives. Discuss which pictures could be enlarged satisfactorily and which pictures would benefit from cropping and enlarging. Use cropping ls to demonstrate this.

V. REVIEW CAMERA CARE and handling. Emphasize the importance of keeping the lens clean and keeping the camera out of moist, hot, or dusty places that might injure the camera or damage the film.

Discuss types of pictures . . . documentary and storytelling. Plan a sequence of storytelling shots. Let each student plan his own sequence and then have him draw a simple picture of each shot and write captions for each shot. They should have at least five shots in the sequence. Discuss each, make suggestions.

Plan a trip to the location (if necessary) where the various sequences may be shot. Some could use the same or similar sequence posing different people in the pictures. Sequences can also be shot at home if some students desire to do so.

VI. TAKE A TRIP to a location where sequences are to be made. Help students pose shots for sequences, stand at proper distance from subjects, try different angles for the shots, watch for pleasing (not distracting) backgrounds, etc.

Have students send pictures off for developing so that they will be ready for the next class meeting.

VII. EVALUATE PICTURES TAKEN on the trip of the sequences. Let each student tell about his pictures, pointing out good and weak points of each shot. Let other students also comment and give suggestions.

Prepare sequences on poster board for display. Discuss lettering for captions that will enhance, rather than distract from their exhibits. Color of poster board should also be considered. Display sequences in library or classroom.

Show a picture story without captions or commentary. Have each student write a title for the series and a caption for each picture; also have him identify the audience . . . age, place, etc.

Discuss the differences in students' interpretations of the pictures. What did the pictures include that was confusing or misleading? What did they include that was helpful? What might have been included that would have been more helpful?

VIII. Lighting: DISCUSS FRONT, SIDE, BACK, and flash lighting. Review briefly factors in basic picture composition. Evaluate from the standpoint of composition photos taken at previous meetings. Then discuss the same pictures from the standpoint of pleasing use lighting.

Demonstrate front, side, and back lighting. Let students study each type of lighting through their camera viewfinders. Discuss which is most flattering or pleasing for people and how lighting can dramatize a common scene. Look at examples in magazines and photo albums.

Discuss flash photography.

STRESS DONT'S . . .

- -don't get closer to subject than 5 feet
- -don't shoot directly into a shiny surface (mirror, window)
- -don't place subject too close to a wall . . .
- -don't depend on old, outdated flash batteries . . .
- -don't use flashbulbs that have been dropped or damaged

Point out that flash-on-the-camera lighting is front lighting. Have each student take one or two flash pictures in the classroom. Then go outside of the building and pose subjects (or move around subjects) so that examples are taken of front, side, and back lighting. Have some shots of buildings and some of people or animals and landscapes.

Send pictures off to be developed so they may be discussed at the next class.

IX. HAVE PHOTOGRAPHER VISIT class and give demonstration of various types of adjustable, automatic, and semiautomatic cameras. Let students display pictures that they have taken and let him give suggestions on how pictures and picture stories could be improved.

X. RESHOOT SOME OF the shots that the photographer gave suggestions about. Take group outdoors and demonstrate the differences in brightness between subjects in sunlight and in shade. Use light meter and also cameras with built in light meters. Explain film latitude in relation to these examples.

Depth of field: Show how to use a depth of field scale on adjustable cameras.

Have students shoot subjects at different distances from the camera showing:

-Great depth of field . . .
-Foreground in focus, background out of focus . . .
-Background in focus, foreground out of focus . . .

Send pictures off for development. Plan trip to photo studio.

XI. EVALUATE SHOTS TAKEN at last class meeting. Plan photography show . . .

Evaluate unit on photography . . .

TERMS IN PHOTOGRAPHY

STUDENTS SHOULD LEARN

*adjustable camera
*automatic camera
*Lens
*camera diaphragm
*view finder
*shutter
*focus
*negative
*positive
*shutter
*focus
*available light

*shutter speed
*ASA speed
*camera angles
*front lighting
*side lighting
*back lighting
*picture-story
*B-C unit
*bounce flash
*close-up lens
*electronic flash
*contrast-high and low

*fill-in flash
*guide numbers
*light source
*overexposure
*picture composition
*semiautomatic camera
*synchronization
*underexposure
*film latitude
*depth of field
*lens openings: f-numbers
*Light meter

RESOURCE PEOPLE: Bill Gabbert . . . Lake Charles, Bill Gabbert Studio

BRAIN TEASERS

by Mary Alice Chandler

1. The label on a certain brand of merchandise bears the words CHOICE QUALITY in capital letters. If you hold a thin glass rod over these words and read through it, QUALITY appears upside down but CHOICE remains right side up. Why is this?

2. If on a ten-day vacation you drank twice as much water each day as you drank the before, and if you drank a gallon the 10th day, on what day would you have drunk ½ a gallon.

3. In the following Messay (or messy-essay), underline every word, sign, symbol, number or phrase that in any way indicates or represents the idea of TWO. Take care not to underline anything that does not come under these two headings, or does not relate to or convey the idea of TWO.

   Mark Twain took but two seconds to recheck his observation of the binary stars in the constellation Gemini. His second result agreed with that obtained by the binomial theorem in his parents' duplex apartment. "A pair of deuces," he repeated as the twins came in together. "Too late!" said the couple, starting to sing a duet. Only a fortnight ago they had planted biennials where the byway met the by-pass (a Siamese connection in the aqueduct). Since this once again seemed like double-crossing, Mark Twain duplicated his order for a brace of partridges and drove off between them, in a tandem drawn by a yolk of oxen with dual personalities.

4. Using every letter in the word ASTRONOMERS just once, can you make three words that would make astronomers sad?

5. In a beauty contest the six contestants stood lined up facing the judges. The prize was given to the only girl whose name began with the same letter as that of her state; only, of course, the judges didn't know this until the contest was over. From the description below, you will be able to write each girl's name opposite her state, and pick out the prize winner.

   MISS OHIO wasn't on speaking terms with DOROTHY.
   OLGA was engaged to MISS DELAWARE'S brother.
   MARY and MISS MARYLAND were at opposite ends.
   DOROTHY was at the judges' right, next to MISS MAINE.
   Neither MONA nor VERA represented Ohio.
   MISS VERMONT was between KATHY and MISS DELAWARE.
   MISS KANSAS was between OLGA and MISS MAINE.
   VERA was not next to the girl at the judges' left.

ANSWER SHEET - Brainteasers

1. Choice reads the same right side up or upside down.

2. The 9th.

3. Twain
two
recheck
binary
Gemini
second
binomial
parents'
duplex
"pair deuces"

repeated
twins
together
" "
couple
duet
fortnight
they
(
)
biennial

by-pass
( )
Siamese
once again
twice
double-crossing
Twain
duplicated
brace
between
them
( )
Tandem
yolk
dual

(Second, first sentence is a unit of time byway is a path)

4. No more stars

5.

Maryland	Dorothy	0
Maine	Vera	0
*Kansas	Kathy	0
Vermont	Olga	0
Delaware	Mona	0
Ohio	Mary	0

RESOURCE PEOPLE

SPARK

Joe Frank	L. C. Archeological Society
Dr. Charles Ardoin	Photography Dept. - McNeese University
Harvey Honsinger	Communications - KPLC-TV
John Levern	L. C. Attorney
Nolan Moore	Drug Education - Value Clarification
Bart Glatt	Photography and Magic
Leo Hyatt	Horticulture - McNeese University
Dr. George Middleton	Psychologist
Officer Fleming	City Police and State Police
Joe Greenwall	Assistant District Attorney
Helga Stolzle	German Christmas
Charles Goen	Sheriff Department
Jimmy Noblitt	Maplewood - Blind Department
Mrs. Brouhard	Maplewood - Deaf Department
Molly Moore	Lake Charles American Press
Charles Rubio	Transcendental Meditation (Teacher)
Pearl O'Connor	Transcendental Meditation (Teacher
Dr. Levardsen	Semantics (McNeese State University)
Captain Patrick	Lake Charles Police Department
Officer Victorian	Lake Charles Police Department
Richard Ieyoub	Attorney
Marc Pettaway	Director Acts
Rose Spencer	School Nurse
Mrs. Ivory Beloney	Calcasieu Parish Supervisor for Cafeterias (Nutrition - Foods - etc.)
Jane & Russell Bello	Family Services (Transactional Analysis)
Dr. Charles Anderson	Hypnosis
Mrs. Herbert Hinton	Voodoo (reared on plantation; housekeeper who reared her practice in voodoo; also, La. tobacco, sugar cane.)
Ronnie Budge	Director of Family Services (Transactional Analysis)
Guy Lyons	Attorney (law)
Sonny Watkins	Calcasieu Sheriff Department (Drugs)
Vic Stelly	Insurance
Bonnie Mae Smith	Louisiana Social Studies
Carl Primeaux	Psychology
Richard Ardoin	Consultant (Calcasieu Parish School Board)
Woody Watson	Animals, sheep, horses, cows

INSERVICE TRAINING

With the long-range goal of a differentiated program for gifted/talented in mind, all personnel involved in the program have the opportunity for specialized orientation and training, including preservice education.

Preservice and inservice training are provided for teachers, administrators, counselors, and librarians of gifted individuals. Although Louisiana gifted/talented certification is not a reality as yet, these staff members require specific education which prepares them to function effectively in the development of higher intellectual, academic, affective, and creative skills.

The continuing inservice education is designed to prepare the staff in pupil-appraisal, program planning and development, curriculum development, physical design of the gifted/talented classroom, and evaluation. The selected techniques can be appropriately differentiated through staff training programs in which staff members can acquire a thorough understanding of the characteristics of the gifted, their learning and developmental needs, and appropriate teaching materials and methodologies for use with gifted students.

Administrative and teacher effectiveness in the SPARK program are directly related to differentiated program structuring, curriculum development, organization planning, and the physical design of the gifted/talented classroom; the teacher and staff do not perform in a vacuum. The program in in teacher-staff orientation and training reflects this premise. Preservice and inservice training consist of the following:

1 - Informal discussions with central office:
    administrative and supervisory staff
    Governor's Program staff
    TAG parent group
    principals of selected participating schools
    counselors
    classroom teachers

2 - McNeese State University graduate courses and workshops concerning gifted/talented education

3 - Attendance at conferences, both in-state and out-of-state on gifted/talented

4 - Consultations with nationally-recognized experts in the field of giftedness

5 - Parish-wide inservice sessions with teachers of the gifted and with classroom teachers

6 - Monthly inservice sessions with coordinator and/or director

7 - Preservice summer workshops held in August each summer

8 - Visitations to exemplary programs

POLICIES

The success of the SPARK program is due largely to teamwork - - teamwork that includes the principal, classroom teacher, parents, counselor, evaluation team, the SPARK teacher, and other professional persons. It is intended that all persons involved can attain a free flow of interaction by exchange of ideas, sharing experiences and providing input into the program.

The SPARK students are encouraged to assume the responsibility of making up work missed as required by the regular classroom teacher. However, since these students usually learn faster, it is suggested that they not be penalized by having to make up seat work or drill sheets unless the classroom teacher feels the child has a specific need for skill development.

The scheduling of SPARK classes has been established by the principals of the schools housing SPARK centers in cooperation with other administrative and supervisory staff. Most centers have the 2 1/2 hour block twice each week, alternating morning and afternoon. The students spend 20 percent of their school time in SPARK and 80 percent in the regular instructional program.

State law and policy prohibits unauthorized personnel from placing and/or removing any child from a special class. At the beginning of the 1975-76 school year, the SPARK program was placed in the Department of Special Services under the direction of Mrs. Barbara Bankens. Total responsibility for placement in or removal from any special education program in Calcasieu Parish (including SPARK Gifted/Talented Program) must be assumed by the administrative and supervisory staff of Special Services Department.

PARENTAL AND COMMUNITY INVOLVEMENT

Parental involvement is encouraged through attendance at group meetings and parent-teacher conferences, visitations in the SPARK classes, and rating the program by use of written evaluation forms twice a year. Parents are called upon to assist with transportation and chaperoning of field trips and to serve as resource persons.

The community is invited to participate in activities which may lend themselves to particular offerings, to serve as resources, and to help rate and evaluate the program. It is felt that meaningful education of the gifted will be enhanced by use of community resource participants and field trips.

COMMUNICATION AND DISSEMINATION

The dissemination of program information to the public creates greater awareness on the part of the community to the needs of the gifted/talented students.

Many articles are published about the program in local newspapers and bi-monthly newsletters, and a handbook written as an effort to disseminate information to classroom teachers and principals.

Pictures, slides, and other media concerning the program are constantly being prepared.

There is continuous correspondence with interested persons regarding the program.

Appearance of gifted/talented team members, other school personnel and/or students to share information concerning the program on local television stations, as well as presentations to various interested groups, is an important phase of this component.

A scrapbook containing various information concerning the program is kept.

The program hosts many visitors from other school systems. These visits are always approved by the superintendent and are arranged by the coordinator in cooperation with principals and teachers.

Display of the students' work and projects in various exhibits, both in school and out, serve as a means of communication and dissemination of information about the program.

EVALUATION

EVALUATION

Formal evaluation techniques include responding to a questionnaire by students, parents, and school personnel twice a year.

In addition, staff meetings are scheduled at regular intervals for the purpose of continuous feedback related to the everyday operational procedures and overall progress toward the accomplishment of the objectives.

EVALUATION GUIDELINES

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
1. IDENTIFICATION AND PLACEMENT (for the initial year)	Governor's Program	Number and percent of students with prior participation in Governor's program.	Number and percent of positive and negative responses to interview parents and students.
	SRA Primary Mental Abilities Test	Number of students in the top 2 percent of the group achievement scores, and the range of the top 2 percent of each individual school as well as all of the involved.	Number and percent of total school population accepted into the program initially.
	Iowa Test of Basic Skills Wide Range Achievement Tests	Number of students in the top 2 percent of the group intelligence scores, with total range of scores and the range in the top 2 percent of each school as well as all of the involved schools.	Number and percent of students placed in program following the initial placement.
	List of Identifying Criteria		Number and percent of students in the program with primary academic giftedness; creative giftedness; kinesthetic giftedness; and suspected giftedness of the disadvantaged; psychosocially gifted.
	Renzulli-Hartman Scale for Identifying Superior Students	Percent of student population nominated by teachers. Weighted teacher ratings, listed in descending order.	Percent and number of students in the program representing each age/grade level.
	Interview of prospective students and parents	Number and percent of student and parent interviews.	Percent and number of students according to sex.
	Individual aptitude and/or intelligence tests. (Optional)		Percent and number of total school population identified for possible placement in the program at a later date.

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
IDENTIFICATION AND PLACEMENT	Successful participation in the program during the prior year.	Number and percent of students with prior participation in the SPARK program.	Number and percent of positive and negative responses in end-of-year evaluation forms.
	List of identifying criteria.	Percent of student population nominated by teachers. Weighted teacher ratings listed in descending order.	Percent and number of students according to sex.
	SRA Primary Abilities Test administered if scores are not recent or unavailable.	Number and percent of students scoring in the top range beginning with highest and list in descending order.	Percent and number of students representing each age/grade level. Percent and number of students representing major/minor ethnic group.
	Tests administered by competent authority teams.	Number and percent of student and parent interviews. Number and percent of students that are gifted and recommended by competent authority teams for placement in the program.	Number of positive and negative responses to recommendations made by competent authority teams. Percent and number of total school population identified for possible placement in the program at a later date.
2. DIFFERENTIATED CURRICULUM AND INSTRUCTION	Teacher Logs.	Daily annotated logs of teachers.	Positive responses.

Evaluation Guidelines - Cont.

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
DIFFERENTIATED CURRICULUM AND INSTRUCTION	Teacher rating scale.	Ratings on six (6) or nine (9)-week basis for the teacher and students; semi-annually for principal, counselor, and cooperating faculty.	
	Student rating scale.		
	Principal, counselor, and cooperating faculty rating scale.		
	Achievement tests.	Number and percent for pre and post achievement test ratings.	Percent or gain or loss on achievement scores.
	Publication of student literary journal.	Annual student publications.	Number and percent of students participating in publications.
	Publication of student science journal.	Annual fine arts production(s).	
	Fine arts production by students. (Drama, music, etc.)		Number and percent of students participating in fine arts (production(s).
	Individual Projects by students for science and social studies fairs.	Annual student project.	Number and percent of students participating in science and socia studies fairs and percent and number of first, second, and third place winners in parish, regional, and state and national fairs.

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
3. INSERVICE	Workshops for active and prospective teachers of gifted and talented with nationally known consultants.	Number and percent of participants.	Positive and/or negative responses.
	Visitation to other exemplary programs by active gifted/talented teams.	Number of programs visited. Number attending. Areas of interest to participants.	
	Attendance at state, regional, and national meetings of the gifted/talented team.		
	Regular meetings of active teachers of gifted and talented with supervisors and/or consultants for gifted/talented.	Number of workshops, conferences and seminars.	
	Workshops, seminars, and conferences for and with cooperating faculty.	Percent of faculty participants. Post-ratings of participants at each level of inservice.	
	Visitation to gifted/talented classrooms by cooperating faculty.		

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
4. PARENTAL INVOLVEMENT	Attendance at group meetings and parent-teacher conferences. Visitiation to SPARK classrooms. Chaperoning field trips. Rating scale for parents.	Semi-annual group meetings and a minimum of two (2) parent-teacher conferences per year. Invitations sent to parents to visit classrooms whenever possible. Invitations to parents to assist in transporting and chaperoning students on field trips.	Number and percent of parents participating in group meetings. Number and percent of parents participating in parent-teacher conferences. (positive and negative responses) Number and percent of parents visiting classes and assisting on field trips. Semi-annual ratings.
5. COMMUNITY INVOLVEMENT	Invitational and voluntary requests to participate. Community participants rating scale. Teacher rating scale. Student rating scale.	Number of resource participants and area of expertise of each. Number of field trips. Post ratings on each community related activity.	Number and percent of students participating in each community activity.
6. DISSEMINATION OF INFORMATION	Published articles about gifted/talented program. Appearance of gifted/talented team members, other school personnel, and/or	Daily annotated logs of gifted/talented team.	Number and types of informational dissemination.

COMPONENT	INSTRUMENTS	DATA ANALYSIS & TREATMENT	FINDINGS & CONCLUSIONS
DISSEMINATION OF INFORMATION (cont.)	students to share information concerning gifted/talented program.	Maintenance of scrapbook on gifted/talented program.	Number of positive responses.
	Correspondence with interested persons regarding program.	Annotated log of gifted/talented team's appearance on television - parent's meeting, civic organizations, other schools, state, regional and national conferences.	Number of requests for appearances.
	Preparation of handbooks concerning program.		
	Preparation of picture slides and other media concerning program.	Oral and written evaluation of program by visitors.	Number of requests from other districts to visit.
	Visitation of SPARK centers by other school systems upon requests.		
7. TOTAL PROGRAM EVALUATION	State Team	Annual ratings by state and national teams, teachers, students, parents, cooperating faculty and administration.	Positive and negative responses.
	Team of national experts on giftedness.		Number and percent of days gained or lost in student attendance.
	Class rosters and attendance records.	Number and percent of attendance and absences of students prior to program and during program.	Number and percent of students remaining in program at end of year following initial placement.
	Teacher rating scale. Student rating scale.	Number and percent of loss of students from program following initial placement, with statement as to why student left.	
	Cooperating faculty and Administration rating scale.		
	Parent rating scale.		

(Mid-Year)

EVALUATION OF PROGRAM BY STUDENTS

SPARK

Calcasieu Parish School Board

Date________________

For some time now you have been attending sessions in the SPARK program. Would you please share some of your feelings about the program. Your evaluations and recommendations will be used to assist in the program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value to you? Yes_____ No________ Explain:

2. Did participation in the program create problems for you? Yes_____ No________ Explain:

   What is the present status of the problem?

3. Would you like to continue in a program like SPARK through the remainder of your public school life? Yes_____ No________ Explain:

4. In what ways would you like to see the SPARK program changed?

5. Has participation in the program affected the type and amount of reading you do? Yes______ No______ Explain:

   List some of the books you read during the session:

6. Has participation in the program influenced your interest in continuing your education beyond high school? Yes______ No________ Explain:

7. Has the SPARK program helped you in any way with the things you do at school? Yes______ No_______ Explain

Student Evaluation - Cont.

8. Has the SPARK program helped you in any way with the things you do at home? Yes_____ No_______ Explain:

9. Has the SPARK program helped in any way with the way you get along with or feel about people? Yes_____ No______ Explain:

10. Has the SPARK program helped in any way with the way you get along with or feel about yourself? Yes_____ No_____ Explain:

11. Name one or more students you would recommend for placement in the SPARK program who are not presently assigned:

Give reasons for each one named.

12. List the qualities you desire in a SPARK teacher:

13. List the qualities you desire in a classroom teacher:

14. List the qualities you desire in a fellow-student:

15. Make any additional comments you would like to make about your experience in the SPARK program. (you may use back of this page).

(Mid-Year)

EVALUATION OF PROGRAM BY SCHOOL PERSONNEL

SPARK

Calcasieu Parish School Board

Date ___________

For some time now the SPARK program has been in operation in the parish. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Are any of the SPARK students presently enrolled in your classes?

   Yes______ No______

2. List in rank order the features of the SPARK program which you feel to have been most beneficial to the students who participated:

   A.
   B.
   C.

3. Did participation in the SPARK program create problems for any of the SPARK students? Yes______ No______ Explain:

   Did participation in the SPARK program create problems among students? Yes_______ No_______ Explain:

4. Did participation in the SPARK program create problems for you? Yes_____ No______ Explain:

   What is the present status of the problem:

5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers? Yes_____ No______ If not, what suggestions would you make for improvement?

6. List ways in which you feel the SPARK program can be improved:

7. Do you wish to have the SPARK program in your school next year? Yes______ No______ Explain:

School Personnel Evaluation - Cont.

8. Name one or more students you would recommend for placement in the SPARK program who are not presently participants:

9. Give reasons for each student named:

10. List any additional comments you would like to make regarding the SPARK program:

(Mid-Year)

EVALUATION OF PROGRAM BY PARENTS

SPARK

Calcasieu Parish School Board

Date__________.

For some time now your child has participated in the SPARK program. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value for your child? Yes______ No_______ Explain:

2. Did participation in the program create problems for your child? Yes______ No_______ Explain:

   What is the present status of the problem?

3. In what ways would you like to see the SPARK program changed?

4. Has the SPARK program helped your child in any way with the things he does at home? Yes______ No________ Explain:

5. Have you helped with transportation on any of the field trips? Yes_______ No_______ Do you feel that such experiences are worthwhile? Yes______ No_______ Explain:

6. Do you feel that your child suffered academically by missing some of his other classes to participate in the SPARK program? Yes______ No_______ Explain:

7. What do you consider to be the most worthwhile learning experience your child has had in the SPARK class?

8. Would you like to have your child enrolled in the SPARK program next year? Yes______ No______ Explain:

Parent Evaluation - Cont.

9. Do you feel that adequate communication has been provided to parents regarding the SPARK program?
Yes______ No________ If not, what suggestions for improvement would you make?

10. List any additional comments you would like to make regarding the SPARK program:

11. Do you know of any other students (your own or others) you would recommend for consideration for the SPARK program who are not presently enrolled? Please list each child's full name, school and present grade:

12. Give reasons for your recommendations:

END-OF-YEAR SCHOOL PERSONNEL EVALUATION

SPARK

Date ____________________

Please help us by sharing some of your feelings about the SPARK program. Your evaluation and recommendations will be used to assist us in program improvement. A signature is not necessary, but please sign your name if you wish.

	Yes	No
1. Do you feel that the program has been beneficial to your students?	____	____
2. Did participation in the program create any major problems for you?	____	____
3. Do you feel that it created any problems for the students?	____	____
4. Do you know of any thing that was studied in SPARK that was not or could not be covered in the regular instructional classroom?	____	____
5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers?	____	____
6. Have you visited a SPARK class?	____	____
7. Would you like to visit a SPARK class?	____	____
8. Would you be interested in teaching in the program?	____	____
9. Do you wish to have the SPARK program in your school next year?	____	____

10. List the name, grade, school of any students you would recommend for placement in the program who are not presently in the program.

11. Please share any comments or suggestions you would like to make regarding the SPARK program.

(please use backside of this page for answers to Questions 10 and 11.)

END-OF-YEAR STUDENT EVALUATION

SPARK

Date ____________________

Please help us by sharing some of your feelings about the SPARK program. A signature is not necessary, but please sign if you wish.

		Yes	No
1.	Have you enjoyed SPARK this year?	____	____
2.	Do you feel you have learned something in SPARK you would not have learned in your regular classes?	____	____
3.	Has being in SPARK created any problems for you?	____	____
4.	Would you like to be in SPARK next year?	____	____
5.	Do you think your teacher has been as effective as she could have been?	____	____
6.	Has being in SPARK helped you to understand yourself better?	____	____
7.	Has being in SPARK helped you to understand and get along with others better?	____	____
8.	Do you think SPARK has met most of your needs and interest?	____	____
9.	Would you want to change the way that SPARK classes are scheduled?	____	____
10.	Do you think you spend enough time in SPARK?	____	____
11.	Do you feel that the field trips were interesting and properly handled?	____	____
12.	Do you feel that the resource people were interesting and provided additional information?	____	____
13.	Were you satisfied with the topics covered in SPARK?	____	____
14.	Were you ever bored in SPARK?	____	____
15.	Has SPARK helped you discover or develop any talents, attitudes, apptitudes?	____	____

16. What would you want to change about SPARK?

17. List the name, grade, and school of students you think should be in SPARK who are not in the program.

18. What do you like least about SPARK?

19. What do you like most about SPARK?

20. Please feel free to make any comments you wish concerning SPARK.

END-OF-YEAR STUDENT EVALUATION

(SPARK Primary Program)

Date ________________________

Please help us by sharing some of your feelings about the SPARK program. A signature is not necessary, but please sign if you wish.

	Yes	No
1. Have you enjoyed SPARK this year?		
2. Do you feel you have learned something in SPARK you would not have learned in your regular classes?		
3. Has being in SPARK created any problems for you?		
4. Would you like to be in SPARK next year?		
5. Do you think your SPARK teacher has been as helpful as she could have been?		
6. Has being in SPARK helped you to understand and get along with others?		
7. Has being in SPARK helped you to understand yourself better?		
8. Do you feel that our field trips helped you learn new things?		
9. Did you like for other people to come to the room to teach a lesson?		
10. Were you bored in SPARK ever?		
11. What would you want to change about SPARK?		
12. Tell anything you liked or did not like about your SPARK class.		

END-OF-YEAR PARENT EVALUATION

SPARK

Date ____________________

Would you please share some of your feelings about the SPARK program to assist us in program improvement. A signature is not necessary, but please sign your name if you wish.

		Yes	No
1.	Do you feel that your child has enjoyed SPARK this year?	____	____
2.	Do you feel that participation in the program has been of any value to your child?	____	____
3.	Did participation create any problems?	____	____
4.	Has the program helped your child with his schoolwork?	____	____
5.	Has the program helped your child in any way with the things he does at home?	____	____
6.	Have you helped with transportation on any of the field trips?	____	____
7.	Do you feel such trips are worthwhile?	____	____
8.	Do you feel that your child suffered academically by missing some of his other classes to participate in SPARK?	____	____
9.	Would you like to have your child enrolled in the SPARK program next year?	____	____
10.	Do you feel that adequate communication has been provided to parents regarding the SPARK program?	____	____
11.	Have you been satisfied with the effectiveness of your child's SPARK teacher?	____	____
12.	Have you served as a resource person for the SPARK students?	____	____

13. List the name, grade, school of any students you think might qualify for SPARK who are not in the program.

14. Please feel free to make any comments or suggestions concerning SPARK.

IDENTIFICATION AND PLACEMENT

Data Analysis and Treatment

1. PRIOR PARTICIPATION IN PROGRAM

   a. ________# Students

   b. ________% Students

2. GOVERNOR's PROGRAM

   a. ________# Students

   b. ________% Students

3. P M A TEST SCORES

   a. ________# Students in top percentile

   b. ________ to ________ total range of scores

   c. ________ to ________ range of top percentile

4. COMPETENT AUTHORITY RECOMMENDATIONS

   a. ________# Students in top percentile

   b. ________ to ________ total range of scores

   c. ________ to ________ range of top 24 percent

5. TEACHER NOMINATIONS

   a. ________# Students nominated

   b. ________% Students nominated

6. WEIGHTED TEACHER RATINGS LISTED IN DESCENDING ORDER (attach list)

Findings and Conclusions

1. POSITIVE RESPONSES TO STUDENT/ PARENT INTERVIEWS.

   a. Students ________#

   ________%

   b. Parents ________#

   ________%

2. STUDENTS ACCEPTED INTO PROGRAM

   a. Initial Placement

   ________#

   ________%

   b. Later Placement

   ________#

   ________%

   c. Areas of Giftedness

   1) Academic ________#

   ________%

   2) Creative ________#

   ________%

   3) Kinesthetic ________#

   ________%

   4) Psychosocial ________#

   ________%

   5) Disadvantage potential suspected

   ________#

   ________%

Identification and Placement - Cont.

Data Analysis and Treatment

7. STUDENT/PARENT INTERVIEWS

   a. Students Interviewed

      ________#

      ________%

Findings and Conclusions

d. Students Representing Each Age/ Grade Level

   a) Grade ________

      1) ________# 2) ________%

   b) Grade ________

      1) ________# 2) ________%

   c) Grade ________

      1) ________# 2) ________%

   d) Grade ________

      1) ________# 2) ________%

e. Student Sex

   a) Boys ________# ________%

   b) Girls ________# ________%

f. Ethnic Representation

   1) Major ethnic group

      ________# ________%

   2) Minor ethnic group

      ________# ________%

3. STUDENTS IDENTIFIED FOR LATER POSSIBLE PLACEMENT

   a. ________#

   b. ________%

DIFFERENTIATED CURRICULUM AND INSTRUCTION

Data Analysis and Treatment	Findings and Conclusions
1. DAILY ANNOTATED TEACHER LOGS Ratings on six (6) or nine (9) week basis for teacher and students; semiannually for principal, counselor, and cooperating faculty (attached)	1. POSITIVE RESPONSES a. Teacher 1) Logs ______# out of ________ 2) Rating ______# out of ________ b. Student Rating ________# out of ________ c. Principal Rating ________# out of ________ d. Counselor Rating ________# out of ________ e. Cooperating Faculty Rating ________# out of ________
2. ACHIEVEMENT TEST RATINGS a. Pre-test ________# Students ________% Students b. Post-test ________# Students ________% Students	2. ACHIEVEMENT SCORES ________% gain (or loss)
3. ANNUAL STUDENT PUBLICATIONS	3. STUDENTS PUBLISHED a. ________# b. ________%
4. ANNUAL FINE-ARTS PRODUCTION	4. STUDENT PARTICIPANTS IN FINE-ARTS PRODUCTION a. ________# b. ________%

INSERVICE

Data Analysis and Treatment	Findings and Conclusions
POST RATINGS OF PARTICIPANTS	1. POSITIVE RESPONSES a. __________# b. __________%

PARENTS

Data Analysis and Treatment	Findings and Conclusions
Semiannual group meetings and minimum of two (2) parent-teacher conferences; each set of parents per year Semiannual ratings (attach)	1. PARENT PARTICIPATION a. ________# b. ________% 2. POSITIVE RESPONSES a. Parents ________# ________% b. Teachers ________# ________%

COMMUNITY

Data Analysis and Treatment

Resource Participants ____________#

Field Trips ___________#

Post Ratings On Each Community Related Activity

(attach)

Findings and Conclusions

1. AVERAGE STUDENT PARTICIPANTS IN EACH ACTIVITY

   a. ___________#

   b. ___________%

2. POSITIVE RESPONSES

   a. Community Participants

      1) _____________#

      2) _____________%

   b. Teacher

      1) _____________#

      2) _____________%

   c. Student

      1) _____________#

      2) _____________%

DISSEMINATION OF INFORMATION

Data Analysis and Treatment	Findings and Conclusions
Daily Annotated Logs of Teachers	1. DISSEMINATION OF INFORMATION
	a. __________#
Maintenance of Scrapbook on Gifted/ Talented Program	b. List types ______________ ______________ ______________
	2. POSITIVE RESPONSES
	a. __________#
	b. __________%

TOTAL PROGRAM

Data Analysis and Treatment

1. ANNUAL RATINGS
   - a. State Team
   - b. National Team
   - c. Teacher
   - d. Students
   - e. Cooperating Faculty
   - f. Community Participants
   - g. Parents
2. STUDENT ATTENDANCE
   - a. Prior to Program
     - 1) ________average # days
     - 2) ________percent
   - b. During Program
     - 1) ________average # days
     - 2) ________percent
3. LOSS OF STUDENTS FROM PROGRAM FOLLOWING INITIAL PLACEMENT
   - a. ____________# students
   - b. ____________% students
   - c. Statement of Reason for Each Student's Leaving

Findings and Conclusions

1. POSITIVE RESPONSES
   - a. State Team __________#
   - b. National Team ________#
   - c. Teacher _________#
   - d. Students _________#
   - e. Cooperating Faculty ________#
   - f. Community Participants ____________#
   - g. Parents _________#
2. STUDENT ATTENDANCE
   - a. _______# days gain (or loss)
   - b. _______% days gain (or loss)
3. STUDENT STABILITY
   - a. _______# students remaining
   - b. _______% students remaining

EVALUATION SCALES FOR DIFFERENTIAL EDUCATION
FOR THE GIFTED (ESDEG)

Ward - Renzulli

*Reprinted from the Council for Exceptional Children Papers 1967, p. 40, with permission of author.

(Experimental Form, 10-67)

APPENDIX L

			IDEAL	SUPERIOR	COMMEND-ABLE	NEUTRAL	NEGATIVE
KEY FEATURE	A:	PHILOSOPHY AND OBJECTIVES					
Program Requirement	1:	Existence and Adequacy of a Document	____	____	____	____	____
Program Requirement	2:	Application of the Document.	____	____	____	____	____
KEY FEATURE	B:	GENERAL STAFF ORIENTATION					
Program Requirement	3:	System Wide Support.	____	____	____	____	____
KEY FEATURE	C:	STUDENT IDENTIFICATION AND PLACEMENT					
Program Requirement	4:	Validity of Conception and Adequacy of Procedures	____	____	____	____	____
Program Requirement	5:	Appropriateness of Relationship between Capacity and Curriculum	____	____	____	____	____
KEY FEATURE	D:	THE CURRICULUM					
Program Requirement	6:	Relevance of Conception.	____	____	____	____	____
Program Requirement	7:	Comprehensiveness.	____	____	____	____	____
Program Requirement	8:	Articulation	____	____	____	____	____
Program Requirement	9:	Adequacy of Instructional Facilities	____	____	____	____	____
KEY FEATURE	E:	THE TEACHER					
Program Requirement	10:	Selection.	____	____	____	____	____
Program Requirement	11:	Training	____	____	____	____	____
		TOTAL. . . .	____	____	____	____	____
			X3	X2	X1	X0	X-1

*TOTAL SCORE ____________

QUESTIONS TO BE ASKED TO VISITING EXEMPLARY PROGRAMS

STUDENTS

1. How much time do the students spend in the program each day?
2. How do you identify your gifted and talented students?
3. How do you evaluate the students?
4. How many students are involved in the program?
5. How are students grouped?

PROGRAM OR CURRICULUM

6. How do you evaluate the program?
7. Do you go on field trips? How are these arranged?
8. Do you have an internship (apprenticeship) type thing? How is this arranged?
9. How was curriculum developed and by whom?

TEACHERS

10. How do you evaluate the effectiveness of the teachers?
11. What inservice is provided for personnel involved?
12. Are teachers required to obtain certification?
    What are teacher requirements?
    How do teachers' salaries compare with regular classroom teachers?
13. What is the rate of teacher turnover?

MATERIAL AND EQUIPMENT

14. What types of materials have you found most effective?
15. What special equipment is used?

PUBLIC RELATIONS AND PARENTS

16. What do you do in terms of public relations?
17. How did you overcome specific negative response to the program?
18. How involved were the parents?

FEEDER SCHOOLS

19. What is correlation between the center and regular schools?

20. Coordination with public school systems?

POLICIES AND PROBLEMS

21. What are the problem areas? Attitudes?

FUNDING

22. How much money is spent per child?

23. How are funds for program made available?

GENERAL

24. May we take pictures?

25. What suggestions can you give us for implementing the program?

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GENERAL PROFESSIONAL BIBLIOGRAPHY

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1. UNDERSTANDING THE GIFTED - Ruth Martinson (ed.)
   California

   *Best film for getting the feeling of traditional gifted. Biases of California's typical gifted youngster.

2. THE EXCEPTIONAL CHILD

   *Needs love, security, guidance.

3. SIT DOWN, SHUT UP, OR GET OUT - National Council of Churches, Broadcasting and Film Company -
   P. O. Box 650, New York, New York 10027

4. SUBJECT: HANDICAPPED GIFTEDNESS - Dr. Henry Viscardi
   Abilities Incorporated--Greatneck, Long Island

5. THEMES: SHORT FILMS FOR DISCUSSION - William Kuhns
   George A. Pflaum, Publisher, Incorporated

   *List of eighty-two (82) films with prices, descriptions, use of film, and suggested questions.

FILMS ON GIFTED AND TALENTED PUPILS

WHY MAN CREATES	Rental-$20.00 Purchase-$300.00	Pyramid Films Box 1048 Santa Monica, CA 90406
SIT DOWN, SHUT UP, OR GET OUT	Rental - None Purchase-$500.00	Broadcasting and Films Commission c/o Swirt Film Library P. O. Box 801 Fair Lawn, N.J. 07410
UNDERSTANDING THE GIFTED	Rental-$40.00 Purchase-$240.00	Churchill Films 662 No. Robertson Blvd. Los Angeles, CA 90069

FILMS ON CULTURALLY DISADVANTAGED GIFTED

MORE THAN A GLANCE	Rental-$10.00 Purchase - not available	Audiovisual Services Ventura County Superintendent of Schools County Office Building 535 East Main Street Ventura, CA 93001
RAFE	Rental-$20.00 Purchase-$200.00	Harvis Couillard Associates 142 Paseo de Gracia Redondo Beach, CA 90277

FILMSTRIP ON GIFTED AND TALENTED PUPILS

WHO IS THE GIFTED CHILD?	Rental - None Purchase-$15.00	Audiovisual Services Ventura County Superinten- of Schools County Office Building 535 East Main Street Ventura, CA 93001

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ACTIVITIES AND TECHNIQUES FOR CLASSROOM TEACHERS WORKING WITH GIFTED AND TALENTED STUDENTS

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*A wealth of tested activities, games and special lessons for identifying and developing the individual talents of your many bright students.

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*Original, exciting techniques for grades K-6 that spark a more active response, reduce discipline problems and make a classroom a vital, stimulating place to learn.

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6. THINKISTHENICS BOOK - ATA-148
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Hart Publishing Company
New York, New York

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Collection songs, poems, speeches, sayings, and other writings by Ralph Henry and Lucille Pannell

Rand McNally and Company

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Anchor Press/Doubleday
Garden City, New York

38. ENCYCLOPEDIA OF AMERICAN HISTORY

Edited by Richard Morris
Harper & Row, Publishers
New York, New York

39. WHY : A Family Book of Knowledge
WHEN : A Family Book of Knowledge
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Lynx Press Ltd., 1974

40. YELLOW PAGES OF LEARNING RESOURCES, Wurman

The MIT Press
28 Carleton Street
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Order No. CL 365-SATC

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Encyclopedia Britannica
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48. SPEAKING BY DOING - a speaking/listening text by William E. Buys, Ph.D.

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49. THE LANGUAGE OF MAN by Joseph F. Littell, Ed.
series of 6 books

McDougal Littell and Company
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50. AMERICAN ONE ACT PLAYS by Paul Kozelkas

Washington Square Press
630 Fifth Avenue
New York, New York 10020

51. 10 SHORT PLAYS by Jerry Weiss

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750 Third Avenue
New York, New York 10020

52. BICENTENNIAL ACTIVITY CARDS

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NOOKS, CRANNIES & CORNERS - Learning Centers for Creative Classrooms K-12
#ISBN 0-913916-06-4

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Materials - Cont.

70. CLASSROOM IDEAS FOR ENCOURAGING THINKING AND FEELING (paperback)
by Frank E. Williams

71. TEN-MINUTE FIELD TRIPS

Grade level: Teacher of primary-junior high
J. G. Ferguson Publishing
6 North Michigan Avenue
Chicago, Illinois 60602

72. THE WAX MOTH (Level K-12)

Nasco West
P. O. Box 3837
1524 Princeton Avenue
Modesto, CA 95352

73. THE HUMAN BODY - Grade Level: intermediate-junior high

Creative Teaching Press
1900 Tyler #22
South El Monte, CA 91733

74. SUBSTANCES & MIXTURES AND POWDERS & LIQUIDS

Education Science Consultants
P. O. Box 1674
San Leandro, California 94577

75. U-FILM KIT

Hudson Photographic Industries
Education Products Division
Irvington-on-Hudson, New York 10533

76. CITATION PRESS - Division of Scholastic
906 Sylvan Avenue
Englewood Cliffs, NJ 07632

MINIGUIDES #9596
GREEK TEARS & ROMAN LAUGHTER #9100
SHAKE HANDS WITH SHAKESPEARE #9717
LEARNING DISCUSSION SKILLS THROUGH GAMES #9016
100 NOVEL WAYS WITH BOOK REPORTS #4624
WHAT IS LANGUAGE? #9599

77. Creative Teaching Press
1900 Tyler, Suite 22
South El Monte, California 91733

MASS MEDIA ACTIVITY CARDS
QUEST ACTIVITY CARDS
ACTING IN ACTION, SET A
THINK INS ACTIVITY CARDS

FUTURE PLANS

The success of the SPARK program has indicated a need for expansion. However, it is with careful precaution that the expansion does not take place at too great a rate so as to become a watered-down program. A carefully planned foundation has been laid and there is more interest in quality than quantity.

The program was implemented in 1974-75 in six schools with three teachers serving two schools each in Grades 6-12. The program was extended downward to include Grade 5 in 1975-76. A Title III grant enabled the establishment of three first grade primary centers. These would be extended to the second grade the second year and to the third grade the third year. Hopefully the fourth grade can be added in the near future as well as other centers to serve the upper grades.

Many factors are to be considered before expansion can take place. Every consideration will be given as to needs assessments of the school system.

TONY

Tony's drying dishes and cleaning out the hall,
And all he did was use the phone to make a friendly call.

For Tony's being punished (which happens more and more)
Because he's only four years old and much too smart for four.
A case of what I mean is this: His parents thought it prattle
When Tony asked if he could phone his uncle in Seattle.
So Tony's parents answered "Sure", only to check late
And find he'd talked from coast to coast for fifty minutes straight.
Which started Tony hollering he wasn't fresh or bad,
He'd asked to call Seattle, and they'd let him, and he had.

Tony's in the corner upon the "Naughty Stool", and all because he tried to do
The work in nursery school.

When Tony tired of coloring, to vary his routine,
Miss Keith, his teacher, had him make a bowl of plasticene.
But even though he made the bowl, Miss Keith looked fierce and smitten
To note that on the back of it MADE IN JAPAN was written.
And since it didn't seem to help when Tony told Miss Keith
He only wrote what all cheap bowls had written underneath . . .
Not really liking fierceness much, he took a pencil . . . Whoom . . .
And fired it in a rubber band across the silent room.

Tony's in the corner where he's sent again
Because - - at four - - he reads and writes like someone nine or ten.

Upset about the Bowl Affair, Miss Keith - appearing grimmer
Decided Tony might enjoy a lovely first-grade primer.
The trouble was that later on when she was less forbidding
And asked if Tony like the book, he answered: "Are you kidding?"

. . . My dog can run. My ball is fun. My kitten is a pet.
See Mother cook. See baby look. . . .

"How boring can you get?"
And just to warn some future child the story wasn't bearable,
He scribbled on the title page: "Don't read this book. It's terrible."

Since Tony, what with this and that, was not example - setter,
The teacher said to stay at home until he acted better;
Which didn't bother Tony much, for what could be forlorner
Than spending half your waking hours restricted to a corner.

So now he's sweeping sidewalks and beating scatter rugs,
And though he keeps his mind alert by watching birds and bugs,

He's sick of being punished (which happens more and more)
Because he's only four years old, and much to smart for four.
He's sick of how his mother says in accents sad and moan-y.
He's brilliant, but I don't know what we'll ever do with Tony.

From: THE SNAIL'S A FAILURE SOCIALLY

by: KAYE STARBIRD